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AUTHOR Martin, Beverly A.
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ABSTRACT

This resource book contains classroom activities and suggested resources for teachers working with fathers and their children in literacy education classes for minority and ethnic groups. The book begins with a reading attitude survey for fathers. Five units of study follow, focusing on the following themes: (1) ourselves and our families; (2) our background; (3) we can do it together; (4) learning together (suggestions for parent-teacher interaction); and (5) heroes and heroines (especially athletes). Each unit consists of the following: (1) several activity outlines with information on time and materials required, skill learned, learning procedure, adaptations for situational variations, and evaluation; (2) a teacher's guide with suggestions for implementing the activities; (3) a bibliography of resources for parents and children (including books and addresses for additional resources); and (4) an appendix with worksheets for the activities. (KC)

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Family Literacy for Fathers and Children

A Sourcebook of Activities and Teacher's Guide

Project #98-1032
Pennsylvania Department of Education

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by
Beverly Martin

Northampton Community College

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A Sourcebook of Activities and Teacher's Guide

by

Beverly A. Martin
Curriculum Developer/Researcher

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Pennsylvania Department of Education
Harrisburg, PA

Northampton Community College
3835 Green Pond Road
Bethlehem, PA 18017
215-861-5427

AdvancE
PDE Resource Center
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

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READING ATTITUDE SURVEY FOR FATHERS

Read the following statements and write "A" if you agree and "D" if you disagree.

1. I have more than ten books in my home. _____
2. My children see me reading often. _____
3. I read to my children sometimes. _____
4. I know the names of my children's teachers. _____
5. I have met and talked with my children's teachers. _____
6. I have written notes to my children. _____
7. Reading to my children helps them a lot. _____
8. Reading is more important for girls than for boys. _____
9. Reading to children is a mother's job. _____
10. I read information that comes home from my children's school. _____
11. I know the name of the principal of my children's school. _____
12. I know the name of my child's favorite book. _____
13. Sometimes I help my children with their homework. _____
14. I can do a lot to help my children read and write well. _____
15. Teaching my children is the teacher's job, not mine. _____
16. I have taken my children to a library. _____
17. We all have library cards in my family. _____
18. Fathers are too busy to read to their children. _____
19. Children can learn more from T.V. than they can from books. _____

20. My children will finish high school and maybe go to college. _____

21. I wish I could read and write better. _____

22. I read and write as well as I need to. _____

23. You should only read aloud to children until they are old enough to read to themselves. _____

24. It's silly to read to very young children because they don't understand it anyway. _____

25. I am embarrassed to read to my children. _____

26. I want my children to read and write better than I do. _____

27. I think reading is fun. _____

28. My children think reading is boring and I agree. _____

29. I buy books for my children for presents. _____

30. I could get a better job if I could read and write better. _____

31. My children read better than I do. _____

32. I don't know how to help my children in school. _____

33. I am afraid to talk with my children's teachers. _____

34. I don't like to read aloud. _____

35. I wouldn't want my friends to know if I read a book to my child. _____

36. To find out what's going on around me, I read a daily newspaper. _____

UNIT 1: OURSELVES AND OUR FAMILIES

THEMATIC UNIT: Ourselves and Our Families

INTERGENERATIONAL ACTIVITY: Using children's stories as a foundation for literacy instruction for fathers.

TIME REQUIRED: This activity can be done in 10-15 minute slots, whenever class time permits.

CURRICULAR MATERIALS: Age-appropriate children's literature selected from book lists and having a "family" theme (see children's book bibliography), cassette recorders, camcorder, blank audio/video tapes.

CO-LITERACY SKILLS: Fathers will understand the benefits of reading aloud to their children and will appreciate their value as their children's literacy role-models. They will also practice their reading skills, especially oral fluency, by reading aloud quality children's literature. The children will hear their fathers reading to them, and will appreciate the importance of good books and a literate environment in the home.

LEARNING PROCEDURE: Although this activity is simple, it requires careful advance preparation by the instructor. Fathers must first believe, with the instructor's help, in the importance of reading to their children as a means to help them succeed academically, become literate members of our society, and foster father-child bonding. Fathers will be given children's books that they and their instructor have selected as appropriate for their children. They may require assistance at first, and may need several advance readings before they feel comfortable enough to be taped. Long stories with chapters, designed for older children, can be read one chapter at a time, until the book is completed. When several stories have been recorded, the book (if budget permits) and the cassette should be given to the children. They can then follow along with the book while they listen to their dads read at any time they choose. Many good children's books for all age groups with a "family theme" can be used for this activity. Some are suggested in the bibliography at the end of this chapter.

ADAPTATION FOR SITUATIONAL VARIATIONS: This activity is ideal for single fathers, or father who for some reason are separated from their children, as it does not require the children to be present during the taping of the stories. It also provides children who do not live with their fathers an opportunity to see and hear their dads read stories to them. Low-literate fathers should be guided by their instructor to select from the many good quality "easy reading" books. The instructor, tutor, or classroom aide may first read the book to the father several times until he feels comfortable enough to try it on his own.

EVALUATION OF LEARNING: The production of fluently-read stories to present as gifts to children is the evaluation of the success of this activity.

THEMATIC UNIT: Ourselves and Our Families

TIME REQUIRED: This activity can be completed in as little as two hours, or may take several class periods, depending on amount of available information, level of interest of the fathers and children, and follow-up activities initiated by the instructor (see instructor's guide).

CURRICULAR MATERIALS: Information on constructing a family tree to be read by instructor (see appendix 1), family tree worksheets to be distributed to fathers and children (see appendix 1), pencils, paper, crayons and markers.

CO-LITERACY SKILLS: Both fathers and children will learn to complete a visual diagram of their family members; they will read and write names, dates of birth and death, and other available information about their ancestors and relatives; they will read and listen to information concerning the production of a family tree; they will read and listen to intergenerational stories.

LEARNING PROCEDURE: The instructor will teach fathers and their children the steps involved in creating a simple family tree. Students may use any of several worksheet formats that are available in the appendix of this booklet. Fathers and children will write down names, dates of birth and death, and other relevant information that they choose to include. Children may supplement family tree by drawing pictures of family members that they know and writing something about them. The instructor may follow up with an intergenerational story such as Nana Downstairs by Tomie de Paulo (suitable for preschoolers) and How Does It Feel To Be Old by Norma Farber. These books can be read by the instructor to the class, by the fathers to the children, or by older children to younger ones, depending on class variables such as age and reading ability.

ADAPTATION FOR SITUATIONAL VARIATIONS: Fathers who cannot have their children with them in class can make a family tree diagram to give or send to their children, and talk to them about their genealogy. Where knowledge of family background is lacking, the family tree worksheet can be amended to include friends, cousins, foster parents, even teachers. Children should be made aware that families can include anyone they feel close to. There is no "right" or "wrong" type of family.

EVALUATION OF LEARNING: Fathers and children will present their family tree to the class and react through discussion, pictures, or in writing, to stories read in class.

THEMATIC UNIT: Ourselves and Our Families

INTERGENERATIONAL ACTIVITY: Using the Language Experience Approach to write and read autobiographies and stories about self and family members.

TIME REQUIRED: 1-2 hours.

CURRICULAR MATERIALS: Paper, pencils, crayons, markers, cassette recorders, blank cassette tapes, word processors if available.

CO-LITERACY SKILLS: Fathers and children will learn to dictate stories from their own experiences, and those with writing ability will record the dictations of others. They will also read their own dictations and check them for accuracy.

LEARNING PROCEDURE: Instructors will give fathers and children a variety of topics to select from for their story dictations. These topics may be invented by the teacher, or by the students themselves. Some suggestions may include the following:

The Best Day of My Life
What I Want for My Children
The Day My Son/Daughter Was Born
What I Can Do to Be a Good Father/Son/Daughter
Why I Love My Dad
What My Family Means to Me
How I Can Help My Children
What I've Learned Through Life's Experiences

Fathers and children can choose their topics, then dictate their stories. This can be done as a paired activity, with one person dictating and an able writer recording the dictation verbatim, or the instructor can record the dictations, either on paper or on a word processor. In large classes, students may record their dictations on tape, and the instructor can transcribe them later. The size and composition of the class will suggest the appropriate management method for this activity. Language Experience stories may be used for each unit. Fathers and children may dictate one story or several. After each story has been recorded, the author should read it (with assistance, if necessary), and check it for accuracy. Language Experience stories should be saved and then bound into a booklet for children and fathers to take home at the end of the class. They should not be edited or corrected grammatically; rather, they should be an accurate reproduction of the thoughts and feelings of the authors.

ADAPTATION FOR SITUATIONAL VARIATIONS: Fathers whose children cannot be with them can publish a booklet of Language Experience stories, perhaps centered around a theme of fatherhood, to present as a gift to their children. Instructors, tutors, and classroom aides can use these stories with illiterate or low-literate fathers and children to teach vocabulary, phonics, and other reading skills.

EVALUATION OF LEARNING: The production of a coherent, cohesive story, and the ability to read it presents the advantage of a built-in evaluation of this activity. Using a portfolio approach to both formative and summative assessment, teachers may include samples of such stories to track progress of fathers during the course of the class.

THEMATIC UNIT: Ourselves and Our Families

INTERGENERATIONAL ACTIVITY: Using family photographs to foster literacy and family bonding.

TIME REQUIRED: 1-2 hours.

CURRICULAR MATERIALS: Photographs of parents, children, and other family members taken over an extended time periods, paper, markers, scissors, oaktag or heavy construction paper, family magazines.

CO-LITERACY SKILLS: Visual discrimination, chronological sequencing of events, labeling, reading/writing descriptions of people and events.

LEARNING PROCEDURE: Fathers and children will bring an assortment of family snapshots to class, taken over a time period which may extend from father's own childhood to the present. Families will them be involved in various activities designed to produce a chronological history of the family in a photograph album format. These activities include: labeling names and writing dates to identify snapshots, writing a sentence or two to describe the event or settling depicted in the photo, chronological sequencing, creating a photograph album made from oaktag or construction paper, cutting and pasting photographs into the album, labeling the cover of the album, i.e. "The Jones Family Photograph Album". Pre-literate children can learn to recognize names of family members and can match them with the corresponding pictures, assist in the chronological sequencing of photos, and dictate simple descriptions to be recorded by their fathers to annotate the photographs.

ADAPTATION FOR SITUATIONAL VARIATIONS: Fathers who are physically separated from their children may construct a photo album to be given to their children as a gift, perhaps accompanied by a letter or a dedication in the front of the album, fathers and children who do not have access to family snapshots may create am album using pictures of families clipped from magazines that depict scenes that remind them of things their family has done together or would like to do in the future.

EVALUATION OF LEARNING: The enjoyment of the experience of working together on such a project and the production of the annotated family album itself illustrates the value of this activity as a learning experience for both fathers and children of all ages. Upon completion of the project, fathers and/or their children may volunteer to show the album

to others in class and read the description below the pictures.

UNIT 1: TEACHERS GUIDE

Journals are always excellent ways to begin each class, even for students with only rudimentary writing skills. As a warm-up activity, students can write about their activities in the previous class and their personal reactions. Children can contribute by adding their own writings or drawing simple pictures. This is an easy 5-10 minute review of the last class that students can keep when the class is over. It should not be used to teach English mechanics unless the student asks a specific question. If students only wish to write a few words or a sentence, that's fine. Journals help students to view reading and writing as important means of communication.

PHOTO ALBUM ACTIVITY: You can introduce this activity simply by sharing photos of your own family with students. As a class, discuss the reasons for taking snapshots, i.e., to commemorate special events such as holidays, to create a permanent record of things the family has done together, or perhaps to capture children at various stages of growth. You can also point out how pictures and writing work together to give us both a visual and a written record of things that happen in our lives. Ask students to name other things that give us this kind of record of what happens around us (newspapers, magazines, etc.). While fathers and children are working on this activity, you can take pictures of each pair or group to be added to their photo albums, If students bring in few photographs, they can still create the album, expanding on each photo through language experience stories that fathers and children can create together, and you or an aide can record. If some students do not have any snapshots available for the album, they can create an album of pictures clipped from magazines showing photographs of things they would like to do with their own families, or children can draw photographs of their families engaged in various activities and fathers can help the write descriptions of their pictures. To complete the activity, photo albums can be presented or displayed in various ways to other class members, and perhaps someone can take a "class picture" to be displayed in the classroom.

GENEALOGY ACTIVITY: Creating a family tree can be a very complicated task, but it can be easily simplifies to accommodate the group with whom you're working. You can begin by reading an intergenerational story to the class, either from the Unit 1 bibliography, or of your own choosing. The story should involve parents, children, and grandparents, if possible. The materials contained in the appendix of this unit give easy-to-understand, step-by-step instructions for creating a family tree in various formats. Appropriate pre-activity instruction and discussion will make this an enjoyable activity for both dads and children. This is also

something that dads whose children are not present in class will enjoy doing to show to their families. Individual situations may seem to preclude this activity, such as a lack of knowledge of family background, adoption, estrangement, etc., but this need not be so. The goal of this activity is not accuracy, rather it is to develop a sense of the importance of the past and how each of us is important to the future, family bonding, chronology, and having a written history of people that have affected our lives. Blood relatives need not be used if there is no knowledge of them. Students can list all people who are important to them, when they were born, and perhaps when they met them. The format of the diagram can be adapted to include anyone they wish to. Children can help by thinking of people to include, and perhaps listing them and writing down their birthdays. This activity will probably be more manageable to attempt in stages, taking several partial class periods to complete. Students can do research between classes, asking other family members to help them with names and dates. At the conclusion of this activity, students may share their diagrams with other class members and write about the activity in their journals. Dads whose children are not with them can present them later with their genealogical history.

FAMILY LANGUAGE EXPERIENCE STORIES: A great way to begin this activity is to read family stories that others have narrated, either of your own choosing, or taken from the Unit 1 bibliography. As an alternative, you can write a narrative about your own family and read it to the class. The Language Experience Approach uses the student's own dictations to teach literacy. If you have a large class, or do not have assistance in the classroom, it would be beneficial to have tape recorders available for students' dictations. The dictation can then be accurately transcribed at a more convenient time. Both dads and children can tell family stories. If a word processor is available, you can type the stories, or perhaps capable students can type each others' stories. Those can later be read by the students and then put into a booklet and kept. It is best if the students choose what they wish to dictate, but if they can't think of anything to say, there are suggested topics listed in the activity.

READ-ALOUD ACTIVITY: Research has indicated that children who have parents who read to them become better readers themselves. Studies also suggest that boys benefit from viewing their male role models engaged in the reading process. The purpose of this activity is twofold. It exposes children to good literature read aloud by their fathers, and it helps to develop oral fluency in the fathers. It also promotes self-esteem; dad is doing something positive to strengthen the family bond and promote literacy in his children, and the child feels important because his dad is reading to him. As stated in the activity, low-literate dads

will need to begin with short, easy books and perhaps several practice sessions with an adult before they may be fluent enough to be taped. The key is to choose books that are appropriate for both the father and child. This activity can be ongoing throughout the course. It is especially valuable for children who do not live with their dads to have an opportunity to hear their dads reading stories to them. It is essential to check that there is a tape player or VCR in the home of each child. It would also be beneficial to purchase the books to be given to the children to accompany the audio or video tapes.

UNIT 1: BIBLIOGRAPHY

Unit 1
Bibliography

Adoff, Arnold . BLACK IS BROWN IS TAN. Harper, 1973. A read-aloud story in rhyme of an interracial family. Ages 5-8.

Bunin, Catherine and Sherry. IS THAT YOUR SISTER? A TRUE STORY OF ADOPTION. NACAC, 1976. Two black girls are adopted by a white family with two boys. Ages 5-8.

Burch, Robert. QUEENIE PEAVY. Viking, 1966. A thirteen-year-old Georgia girl in the Great Depression is taunted because her father is in prison. Ages 12-16.

Caines, Jeanette. ABBY. Harper, 1973. The story of a little black girl who is adopted by a loving family. Ages 3-6.

Caines, Jeanette. DADDY. Harper, 1977. The story of a little girl and her dad who spend Saturdays together. Ages 4-7.

de Paulo, Tomie. NANA UPSTAIRS & NANA DOWNSTAIRS. Putnam, 1973. Penguin paperbacks. Story of a child's love for his grandmother and great-grandmother and the acceptance of death. Ages 3-7.

Estes, Eleanor. THE HUNDRED DRESSES. Harcourt, 1944. A little immigrant girl is teased by her classmates for always wearing the same dress. Ages 8-12.

Farber, Norma. HOW DOES IT FEEL TO BE OLD? Dutton, 1973. A grandmother tries to explain aging to her granddaughter. Ages 6-8.

Fitzhugh, Louise. NOBODY'S FAMILY IS GOING TO CHANGE. Farrar, 1974. Dell paperback. Two children in a black family are frustrated by their father's expectations for them. Ages 9-14.

Lexau, Joan M. ME DAY. Dial, 1971. A small boy whose parents are divorced is disappointed when there is no birthday letter from his father. Ages 6-11.

Mann, Peggy. MY DAD LIVES IN A DOWNTOWN HOTEL. Doubleday, 1973. Avon paperbacks. Story of a ten-year-old's reaction to his parent's divorce. Ages 8-12.

Mazer, Norma Fox. A FIGURE OF SPEECH. Delacorte, 1973. Dell paperback. Jennie tries to protect her eighty-three-year-old grandfather from the ridicule and abuse of the rest of the family. Ages 9-14.

Patterson, Katherine. THE GREAT GILLY HOPKINS. Avon. Gilly finds the love she missed in other foster homes at Maime Trotter's home. Ages 10-14.

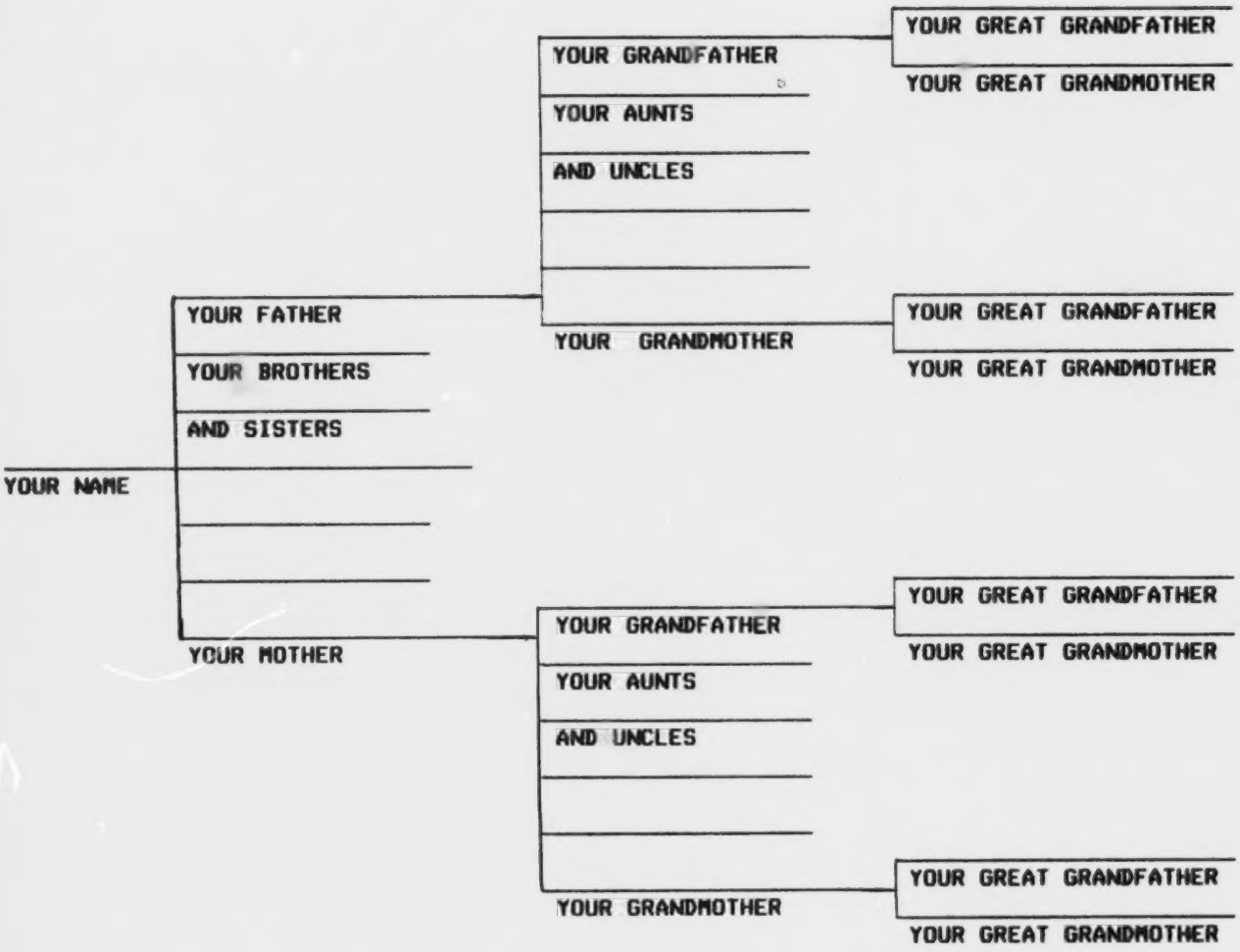
Roy, Ron. BREAKFAST WITH MY FATHER. Houghton, 1980. A little boy sees his father only on Saturdays after his parents separate. Ages 5-7.

Williams, Vera. A CHAIR FOR MY MOTHER. Family cooperation produces enough money to buy a comfortable chair for mother. Greenwillow. Ages 4-8.

Zolotow, Charlotte. A FATHER LIKE THAT. A boy describes the kind of father he would like to have. Ages 5-7.

UNIT 1: APPENDIX

FAMILY TREE



OTHER RELATIVES YOU KNOW

NAME	RELATIONSHIP TO YOU

MY BEGINNING

Date of birth _____

Time of birth _____

Place of birth:

Name of hospital _____

City and county of province _____

State and Zip Code _____

My doctors _____

_____

Weight at birth _____ Length at birth _____

_____

Paste a copy of your birth certificate, your birth announcement card, or a newspaper clipping announcing your birth here.

ME

Name _____

Nickname _____

Address:

Number and street _____

City and county _____

State or province and Zip Code _____

Date family research was started _____

Father's name _____

Mother's name _____

Social Security Number _____

Color of eyes _____ Color of hair _____

Hobbies and sports _____

_____

_____

_____

Interesting facts about me _____

_____

_____

_____

_____

_____

_____

_____

_____

MY FATHER

Name _____

Date of birth _____

Place of birth _____

His father's name _____

His mother's name _____

Whom he was named after _____

_____

Date and place of marriage _____

Occupation and place of employment _____

_____

Color of eyes _____ Color of hair _____

Hobbies and sports _____

_____

_____

_____

Interesting facts about him _____

_____

_____

_____

_____

_____

_____

_____

_____

MY MOTHER

Name _____

Date of birth _____

Place of birth _____

Her father's name _____

Her mother's name _____

Whom he was named after _____

_____

Occupation and place of employment _____

_____

Color of eyes _____ Color of hair _____

Hobbies and sports _____

_____

_____

_____

Interesting facts about her _____

_____

_____

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_____

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_____

_____

MY BROTHERS AND SISTERS

These people are your closest relatives, even closer than your mother and father. Only you and they have the same parents, the same grandparents, and the same aunts and uncles and cousins.

Photo here

Name _____

Address:

Number and street _____

State or province and Zip Code _____

Date of birth _____

Place of birth _____

Named after _____

Married to _____

on _____ at _____

Occupation _____

Color of eyes _____ Color of hair _____

Hobbies and sports _____

_____

_____

_____

Interesting facts _____

_____

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_____

_____

_____

MY PATERNAL GRANDFATHER

Your paternal relatives are the ones on your father's side of your family. Thus your paternal grandfather is your father's father.

Name _____

Address:

Number and street _____

City and county _____

State or province and Zip Code _____

Date of birth _____

Place of birth _____

Named after _____

His father's name _____

His mother's name _____

Married on _____ at _____

Died on _____

Color of eyes _____ Color of hair _____

Hobbies and sports _____

_____

_____

_____

Interesting facts _____

_____

_____

_____

_____

MY PATERNAL GRANDMOTHER

Your paternal relatives are the ones on your father's side of your family. Thus your paternal grandfather is your father's father.

Name _____

Address:

Number and street _____

City and county _____

State or province and Zip Code _____

Date of birth _____

Place of birth _____

Named after _____

Her father's name _____

Her mother's name _____

Photo here

Died on _____

Color of eyes _____ Color of hair _____

Hobbies and sports _____

_____

_____

_____

Interesting facts _____

_____

_____

_____

_____

MY MATERNAL GRANDMOTHER

Name _____

Address:

Number and street _____

City and county _____

State or province and Zip Code _____

Date of birth _____

Place of birth _____

Named after _____

Her father's name _____

Her mother's name _____

Photo here

Died on _____

Color of eyes _____ Color of hair _____

Hobbies and sports _____

_____

_____

_____

Interesting facts _____

_____

_____

_____

_____

MY MATERNAL GRANDFATHER

Your maternal relatives are those on your mother's side of your family. Thus your maternal grandfather is your mother's father.

Photo here

Name _____

Address:

Number and street _____

City and county _____

State or province and Zip Code _____

Date of birth _____

Place of birth _____

Named after _____

His father's name _____

His mother's name _____

Married on _____ at _____

Died on _____

Color of eyes _____ Color of hair _____

Hobbies and sports _____

_____

_____

_____

Interesting facts _____

_____

_____

_____

_____

MY GREAT-GRANDPARENTS

Paternal Grandfather's Parents

Great-grandfather's name _____

Date of birth _____ Place of birth _____

His father's name _____

His mother's name _____

Married on _____ at _____

Died on _____ at _____

Interesting facts _____

_____

_____

_____

_____

Great-grandmother's name _____

Date of birth _____ at _____

Her father's name _____

Her mother's name _____

Died on _____ at _____

Interesting facts _____

_____

_____

_____

_____

MY GREAT-GRANDPARENTS

Paternal Grandmother's Parents

Great-grandfather's name _____

Date of birth _____ Place of birth _____

His father's name _____

His mother's name _____

Married on _____ at _____

Died on _____ at _____

Interesting facts _____

_____

_____

_____

_____

Great-grandmother's name _____

Date of birth _____ at _____

Her father's name _____

Her mother's name _____

Died on _____ at _____

Interesting facts _____

_____

_____

_____

_____

MY GREAT-GRANDPARENTS

Maternal Grandfather's Parents

Great-grandfather's name _____

Date of birth _____ Place of birth _____

His father's name _____

His mother's name _____

Married on _____ at _____

Died on _____ at _____

Interesting facts _____

_____

_____

_____

_____

Great-grandmother's name _____

Date of birth _____ at _____

Her father's name _____

Her mother's name _____

Died on _____ at _____

Interesting facts _____

_____

_____

_____

_____

MY GREAT-GRANDPARENTS

Maternal Grandmother's Parents

Great-grandfather's name _____

Date of birth _____ Place of birth _____

His father's name _____

His mother's name _____

Married on _____ at _____

Died on _____ at _____

Interesting facts _____

_____

_____

_____

_____

Great-grandmother's name _____

Date of birth _____ at _____

Her father's name _____

Her mother's name _____

Died on _____ at _____

Interesting facts _____

_____

_____

_____

_____

MY EXTENDED FAMILY

Aunts, Uncles, Cousins, Nephews, and Nieces

Although it does not occur as frequently now as it once did, families sometimes live together in large groups, with grandparents, aunts, uncles, and cousins sharing the same house or apartment. One person, often the oldest man or woman, is considered the head of the house. This person makes all the decisions for the rest of the family, even who should go to school or stay home and work, and who should marry whom.

In the following table, write the names and give the other information requested for all of your relatives, whether or not they live with you.

Name	Relationship	Date and Place of Birth	Address

MY EXTENDED FAMILY
(continued)

Name	Relationship	Date and Place of Birth	Address

UNIT 2: OUR BACKGROUND

THEMATIC UNIT: Our Background

INTERGENERATIONAL ACTIVITY: Locating country of origin on a map; locating home state on a map; identifying the seven continents on a map; researching and writing facts about country of origin; making a salt dough map of home state or country; reading and listening to stories about different countries.

TIME REQUIRED: Each segment of the activity may take about 20 minutes. Combined, they may require several class periods to complete.

CURRICULAR MATERIALS: World maps, globes, paper, pencils, salt dough mixture, markers, paints, posterboard, encyclopedias, geographical reference materials.

CO-LITERACY SKILLS: Knowledge of global and national geography will be expanded; map literacy skills will be enhanced for both children and adults; students will develop research skills by using encyclopedias or geographical dictionaries; reading, writing and listening skills will be fortified.

LEARNING PROCEDURE: The teacher may begin this activity by talking about his/her country of origin, then indicating it on a globe and various types of maps. The teacher should also discuss the map legend and how it is utilized. He/she may then read some statistical or descriptive information about his/her country of origin. Students should then be encouraged to discuss the countries that they or their ancestors originally came from. Dads and children may take turns finding these countries on the map or globe and telling something they know about the country. They may later be taken to a library and shown how to find information about places through various references sources. Children and their fathers may work together on the construction of a salt dough model of their country, or, if preferred, draw their own map on posterboard, labeling the major cities with markers. Children may also create travel brochures to attract potential tourists to their country. Teachers may expand students' geography literacy by teaching the seven continents and the cardinal directions. Stories about far-away lands and customs may be read aloud by the teacher and enjoyed by both generations of students.

ADAPTATION FOR SITUATIONAL VARIATIONS: Students who have no knowledge of where their ancestors came from may choose a country about which they would like to learn. This activity may be simplified to include younger children by eliminating more complex research segments, or may be expanded as interest and student ability indicates. It is appropriate for fathers whose children cannot be in class.

EVALUATION OF LEARNING: The geographical knowledge of both fathers and older children may be tested either orally or on paper. They may be asked to locate their countries on an outline map, and label the seven continents, and list some basic facts about their countries. Smaller children may be asked to identify north, south, east and west.

THEMATIC UNIT: Our Background

INTERGENERATIONAL ACTIVITY: Reading about people from diverse ethnic, racial, cultural, and linguistic backgrounds and the problems they've faced due to their differences; writing Language Experience stories about ethnic background and family heritage.

TIME REQUIRED: 60 minutes or longer.

CURRICULAR MATERIALS: Pencils, paper, cassette recorders and blank tapes, books with a theme of ethnic, racial, or cultural diversity (see bibliography), narrative profiles of people who faced adversity due to differences in background (see appendix).

CO-LITERACY SKILLS: Fathers and children will enhance their ability to express themselves orally, they will learn to read their own stories and listen to those of their classmates, fathers will impart a sense of cultural identity to their children, all students will gain a better understanding of problems that culturally-diverse people face by listening to biographical narratives on the topic.

LEARNING PROCEDURE: The teacher will begin by reading some biographical narratives written by people who have faced difficulties due to their language, race, ethnic background, physical handicap, or any other problem that presented obstacles. Such profiles can be found in the Unit 2 appendix that follows. Following each reading, appropriate discussion should be initiated by the teacher to evaluate comprehension and stimulate critical thinking. The readings and discussions can serve as a springboard for fathers to tell stories to their children of their own ethnic or cultural backgrounds. These stories can be recorded and then transcribed as Language Experience stories and read to the children, ideally by the fathers.

ADAPTATION FOR SITUATIONAL VARIATIONS: This activity is especially suited for minority families from diverse backgrounds, but it can be done by anyone with a little knowledge of their ancestral origin. Regardless of what country their ancestors hailed from, students can acquire an appreciation for hardships which are encountered when assimilating into a new culture. This activity can serve as a valuable learning experience for children of all ages as well. Even preschool children can gain cultural pride, increased self-esteem, and a sense of what it's like to be different. This activity can easily be used with adults only.

EVALUATION OF LEARNING: Fathers will demonstrate an increased understanding of people from other backgrounds; they will show a desire to learn more about their own

backgrounds, and they will fluently read their own dictations aloud. Children will demonstrate comprehension of the dictated stories of their fathers, and the biographical narratives read by the teacher, and, through discussion, will demonstrate an increased cultural sensitivity and pride. Capable older children can dictate stories and experiences of their own and read them aloud.

THEMATIC UNIT: Our Background

INTERGENERATIONAL ACTIVITY: Discussing and preparing ethnic foods; learning to follow a recipe; compiling a "class cookbook" of favorite family recipes.

TIME REQUIRED: Approximately two hours.

CURRICULAR MATERIALS: Ethnic foods brought in by students along with recipes, a word processor for typing recipes, Xerox machine, paper, markers, possibly a stove and some kitchen utensils.

CO-LITERACY SKILL: Both fathers and children will practice the life skills of cooking, shopping for ingredients, and following directions in sequence.

LEARNING PROCEDURE: Fathers and their children will bring an ethnic recipe to class, preferably one that has been a longtime favorite in their families. In class, they will write a list of ingredients they need to shop for to prepare the dish to share with the class. After the shopping is completed, the dish can be prepared at home and brought to class, or, if conditions permit, it may be prepared in class. Children will write labels for each dish on strips of paper. The teacher can then mix up the strips and have the children match each label to its corresponding dish. Each parent can talk about the history of the dish, its country of origin, how the recipe was handed down, what the ingredients are, etc. They should then read the step-by-step instructions that they have written down beforehand. The teacher can assist in editing the recipes to make sure they are accurate and comprehensible. Then they can be typed on a word processor and bound into a recipe booklet to be duplicated for the class. Be sure to include the name of the recipe donor and the country of origin on each recipe. Children can assist in the preparation of the food, and, if appropriate, in the reading of the recipe. Other language activities may be included, such as scrambling the directions of a recipe, and having the children (or fathers) attempt to place them in their proper sequence.

ADAPTATION FOR SITUATIONAL VARIATIONS: The teacher can borrow some ethnic cookbooks from the public library and bring them to class for the use of students who may not have a family recipe to contribute. With the teacher's help, these students may select an easy and appealing recipe from their country of origin, copy it, and attempt to prepare it for the class. Children will enjoy this opportunity to see their male parents engaged in the art of food preparation.

EVALUATION OF LEARNING: The ability to read recipes and follow sequential direction is demonstrated in the quality of the end product: the food itself, and in the enjoyment of those who consume it. The production of a "class cookbook" is an enjoyable and useful activity that helps to promote both literacy and cultural awareness.

THEMATIC UNIT: Our Background

INTERGENERATIONAL ACTIVITY: Becoming familiar with famous role-models from one's own culture and learning to appreciate those of other cultures. Writing and reading a short biography of a chosen "cultural hero"; someone who hails from the student's country of origin and has made an important contribution to society, either past or present.

TIME REQUIRED: 50-75 minutes.

CURRICULAR MATERIALS: Pictures, articles and short biographies about famous individuals who represent the students' ethnic backgrounds and cultures, pencils, paper.

CO-LITERACY SKILL: Students will develop literacy skills in the areas of decoding, oral fluency, comprehension, spelling, and English mechanics while reading and writing biographies of outstanding individuals of their own background. Other students will develop listening, memory, oral retelling and summarizing skills.

LEARNING PROCEDURE: The teacher will bring in pictures, newspaper and magazine articles, short books, or other appropriate materials that illustrate notable accomplishments made by people from the students' own backgrounds. Students will compile their own lists of famous people of their nationalities. These can be scientists, political figures, sports heroes, entertainers, etc. (see worksheet in Unit 2 appendix). They can add to their lists individuals from the resources that the teacher has brought in. When the list is completed, students may select one person they wish to research. They and their children may begin by writing down things they already know about this person and questions they would like to have answered in their research. The teacher will then guide them to find the appropriate materials to research the individuals that they have selected. After reading information about their person (or having it read to them, if necessary), students will write down some brief facts and interesting anecdotes that they've learned. They may then read the information to another class member (their own child, if possible) and the listener will retell the information to the rest of the class, showing pictures of the individual if they are available.

ADAPTATION FOR SITUATIONAL VARIATIONS: It would be a rare occasion if no famous person of a certain background can be located, but in that unlikely event, the student may select a hero or famous person with whom he/she identifies, or perhaps someone from his/her background who, although s/he has not achieved public notoriety, has accomplished much in the eyes of the student. There are many variations of this activity that are suitable for young children. These can involve reading aloud simple stories of heroes from all over the

world, drawing and labeling pictures of famous people, etc.

EVALUATION OF LEARNING: After completing the biographies, the teacher can review them with the students and ask questions orally to assess the students' comprehension of the exercise. The depth and scope of the oral retelling on the part of the listener is also an assessment of the learning.

UNIT 2: TEACHERS GUIDE

READING/WRITING ETHNIC BACKGROUND BIOGRAPHIES: In the appendix of this unit, there are oral histories of people who immigrated to the U.S., taken from "TELL ME ABOUT IT: Reading and Language Activities around Multi-Cultural Issues Based on an Oral History Approach" by Azi Ellowitch, M.Ed.; ABE 310 Project funded by the State of Pennsylvania Department of Education 1985-86; Contract # 98-6036. One or several of these oral histories can be read to the class by the teacher as a pre-reading/writing activity. Others may be used for follow-up lessons for teaching literacy skills to both the fathers and children. Since they are written at or below a fourth grade reading level, they are appropriate for low-literate groups. The biographies are very personal and emotional and the feelings expressed transcend cultural barriers. This should prompt the students to discuss the experiences of the people involved, and relating some similar experiences involving themselves or family members. This is a natural lead-in to using the Language Experience Approach to record and transcribe these stories to be read to the children. There is also a worksheet in the appendix of this unit in which both fathers and children can brainstorm about family stories they have heard, write down each one's title or topic and the approximate date they first heard it, with the children illustrating their favorite at the bottom of the page.

MAP ACTIVITY: Many children and parents lack knowledge of basic geography, an important literacy skill. This activity is designed to combine cultural pride with geography and map skills by using a "hands-on" approach to learning. To begin this lesson, you should have available various types and sizes of world maps (including a large wall map) and a globe. Begin by assessing the students' current level of knowledge by asking dads and children alike to identify the hemispheres, continents, U.S., their countries of origin, and other designated places on a world map. Ask questions such as, "What country lies north of the U.S.?" to check their knowledge of the four cardinal directions. From this information, develop a set of class goals for geographic knowledge. Fathers can help develop individual goals for themselves and their children. They (and you) can then use some type of marker to indicate ancestral countries on the largest world map, which should be affixed to the classroom wall. Dads and children can work as partners, writing a list of facts that they know about these countries. If a set of encyclopedias or a geographic reference source is available, you can assist them in research to learn more. A trip to a library, if feasible, would also provide a great opportunity. Following this, the children or dads could report to the rest of the class on what they learned about their countries, and work on the construction of a salt dough map*, a map drawn

with markers, or perhaps a travel brochure designed to attract tourists to their countries. To evaluate the geographic skills acquired, you can construct oral and/or written tests based on the class and individual goals set at the beginning of the activity. For example, children who did not know north, south, east, and west may play a game in which a certain part of the room is designated as north, and they are then directed to run to the western part of the room, then to the southern part of the room, etc. Dads can be in charge of deciding where "north" is.

*Recipe for dough:

2 cups flour
1 cup salt
1 cup cold water
food coloring

ETHNIC COOKBOOK ACTIVITY: Begin by telling of a favorite ethnic food that your family likes to prepare and eat. Perhaps you can duplicate the recipe for the class, and/or bring a sample in for them to taste. Ask them if men in their country of origin think of cooking as a woman's job, or if it is done by both men and women. Survey the children and the fathers to see if they have developed any biases about whether males should be involved in domestic activities such as cooking. Discuss why American men are taking a bigger role recently in these tasks (more women working outside the home, etc.). Then have the fathers and children think of their favorite ethnic foods (use ethnic food worksheet in appendix) and write down a recipe. Following the directions on the activity sheet, dad and child partners will write a shopping list of ingredients, shop for them outside of class, prepare the dish at home, and bring it to class on a designated day to have a "cultural lunch or dinner". Fathers can tell of the history of the dish in their families, children can make labels for each dish on strips of paper, and the recipes can be edited and compiled to form a class ethnic cookbook. Be sure that you yourself make a contribution to the cookbook and that the recipe's donor(s) is named. A variation of this activity is to have the class vote on a recipe from among everyone's favorite ethnic dishes, shop for the ingredients together, (if this is not feasible, you can do the shopping) and prepare the dish in class. If you cannot persuade some fathers to cook, they can be the designated "readers" to make sure the groups follow the directions of the recipe in their proper sequence. If the class is large, two or three dishes may be selected, and dads and children can work on food preparation teams. If food is prepared at home, a good follow-up in class would be for the child to pretend to go through the motions of preparing the food in class, using utensils that you have brought in as props, while dad gives oral directions in the

sequential steps in the preparation of the dish to the child and the rest of the class.

CULTURAL HERO ACTIVITY: The bibliography which follows this unit provides a list of biographies of individuals from various backgrounds who have made significant contributions in their fields. You can obtain these and others from the library, along with articles and pictures from newspapers and periodicals, and bring them to class. Model this activity by selecting a favorite of yours who represents your own ethnic roots, and present a short biography of this person in class. Then fathers and children can work together to compile a list of notables of their own nationalities (see worksheet in appendix entitled, "Important People from My Ancestral Homeland"). Have the students use names with which they are already familiar, and add to these new names from among the literature that you've brought to class. The partners (fathers and children) can than select one person to present to the class. They can write a short biography of this person (with assistance, if necessary), using what they already know and the information you've provided, and read it to the class. The other class members can ask questions about the individual. If there are plenty of pictures available, the children (and dads, too) can make a collage depicting the accomplishments of their selected person. This would work especially well with sports figures. If pictures are not available, children can illustrate the biographies.

UNIT 2: BIBLIOGRAPHY

Unit 2
Bibliography

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ETHNIC GROUP CONTRIBUTIONS TO THE UNITED STATES

Beard OUR FOREIGN BORN CITIZENS

Brownmiller SHIRLEY CHISHOLM

Chittendon PROFILES IN BLACK AND WHITE

Gridley CONTEMPORARY AMERICAN INDIAN LEADERS

Martin BILL COSBY, SUPERSTAR

May MOHAMMAD ALI

Newlon FAMOUS MEXICAN AMERICANS
FAMOUS PUERTO-RICAN AMERICANS

Scott JACKIE ROBINSON

Smith HARRIET TUBMAN

Warner FROM SLAVE TO ABOLITIONIST; THE LIFE AND TIMES OF WILLIAM WELLS BROWN

ETHNIC FOODS

Berry EATING AND COOKING AROUND THE WORLD

Brown AMERICAN COOKING

Feibleman THE COOKING OF SPAIN AND PORTUGAL

Nickles THE MIDDLE EASTERN COOKING

Rama Rau THE COOKING OF INDIA

Root THE COOKING OF ITALY

Seranne THE BEST OF NEAR EASTERN COOKERY

Steinberg PACIFIC AND SOUTHEAST ASIAN COOKING
THE COOKING OF JAPAN

IMMIGRATION OF ETHNIC GROUPS TO THE U.S.

Bagai THE EAST INDIANS AND PAKISTANIS IN AMERICA

Brahms AN ALBUM OF THE PUERTO RICANS IN THE U.S.

Cates THE ENGLISH IN AMERICA

Eiseman MANANA IS NOW: THE SPANISH SPEAKING IN THE U.S.

Gersten ECIDUJERP, PREJUDICE: EITHER WAY IT DOESN'T MAKE SENSE

Gracze THE HUNGARIANS IN AMERICA

Grossman THE ITALIANS IN AMERICA

Hildebrand THE SWEDES IN AMERICA
THE NORWEGIANS IN AMERICA

Hirsch THE RIDDLE OF RACISM

Jackson BLACKS IN AMERICA, 1619-1790 and 1791-1861
BLACKS IN AMERICA, 1877-1905 and 1932-1954

Johnson THE IRISH IN AMERICA

Jones THE GREEKS IN AMERICA

Kunz THE GERMANS IN AMERICA

Swift NORTH STAR SHINING; A PICTORIAL HISTORY OF THE AMERICAN NEGRO

Wax INDIAN AMERICANS; UNITY AND DIVERSITY

Wytrwal THE POLES IN AMERICA

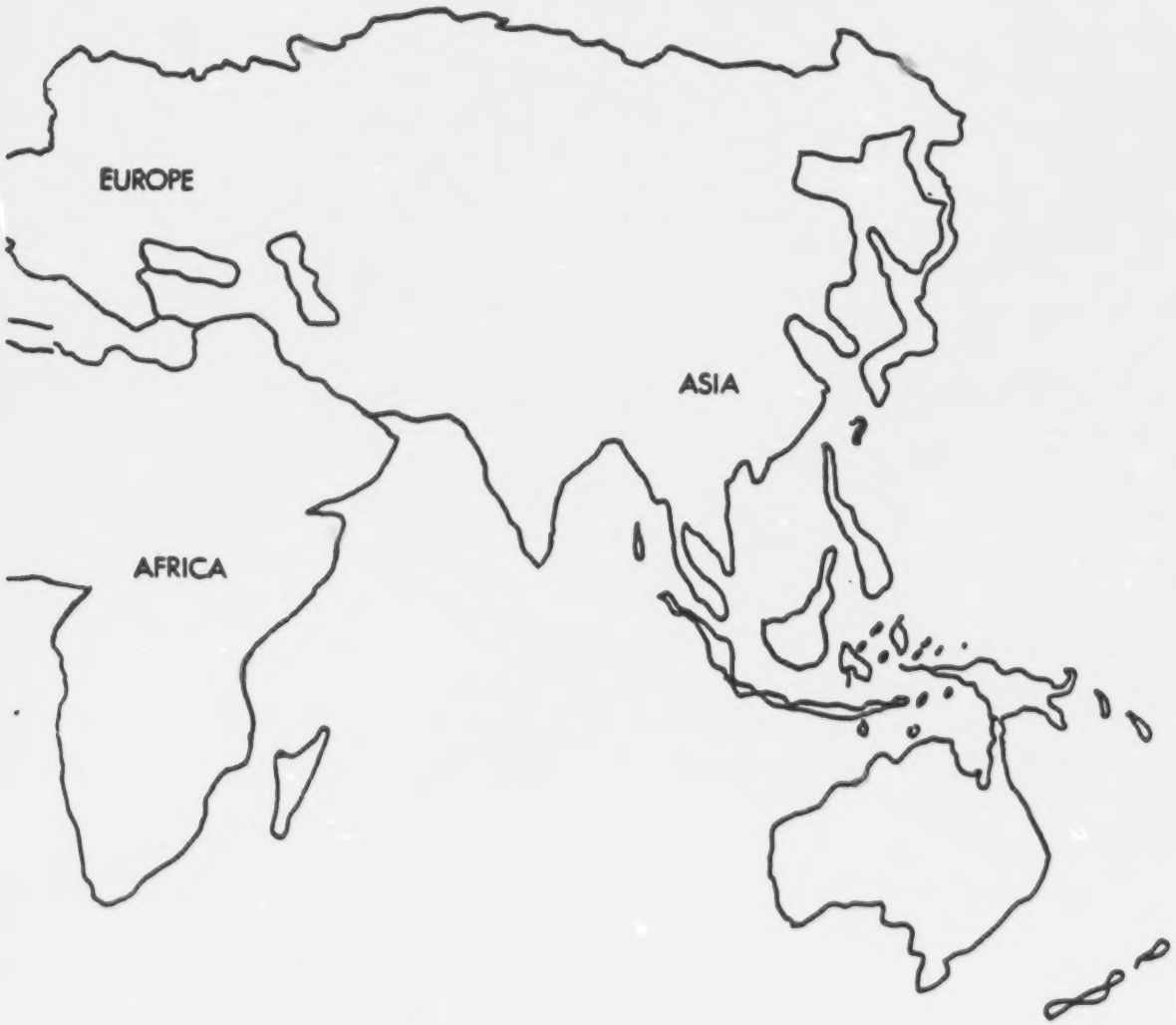
UNIT 2: APPENDIX

THE WORLD

Use this map to show where your ancestors come from.
Use two colors, one for "father's side", one for "mother's."
Use the symbols on the KEY to show where they departed and arrived.

Key

_____ = by ship
..... = by air
.-.-.-.-. = by car
D = departure
A = arrival


EUROPE
ASIA
AFRICA

THE FAMILY JOURNEY

On My Mother's Side

The first person(s) to come to this country:

_____
name(s)

They arrived at _____
place

on _____ coming from _____
date town/city

_____
county/province country

They came by _____ ,
method of transportation*

because _____
reason for immigrating

_____

_____

The journey took _____ and cost _____

(What was it like?) _____

_____

_____

Other places they lived: _____

_____

Languages they spoke: _____

_____

* Get the name of the ship, plane, or train.

THE FAMILY JOURNEY

On My Father's Side

The first person(s) to come to this country:

_____
name(s)

They arrived at _____
place

on _____ coming from _____
date town/city

_____
county/province country

They came by _____ ,
method of transportation*

because _____
reason for immigrating

_____

_____

The journey took _____ and cost _____

(What was it like?) _____

_____

_____

Other places they lived: _____

_____

Languages they spoke: _____

_____

* Get the name of the ship, plane, or train.

MY IMMIGRANT ANCESTORS

Your ancestors are the relatives from whom you are directly descended -- your parents, grandparents, great-grandparents, great-great-grandparents, and so on. An immigrant is someone who enters a country that is not his or her native land and remains there permanently. Find out how you immigrant ancestors came to your country. Did they travel alone or in groups? Find out the name of the ships or planes your ancestors traveled on and the places (usually ports) and dates of entry. When you have this information, you can locate some immigrants' names on ships' passenger lists, which are available at some libraries and the National Archives.

Name of immigrant _____

From the city of _____ in the country of _____

Date of arrival _____ on the ship or plane _____

Settled in (city) _____ (state or province)_____

Occupation _____

Why the immigrant came to this country _____

Interesting facts _____

_____

Name of immigrant _____

From the city of _____ in the country of _____

Date of arrival _____ on the ship or plane _____

Settled in (city) _____ (state or province)_____

Occupation _____

Why the immigrant came to this country _____

Interesting facts _____

_____

MY IMMIGRANT ANCESTORS
(continued)

Name of immigrant _____

From the city of _____ in the country of _____

Date of arrival _____ on the ship or plane _____

Settled in (city) _____ (state or province)_____

Occupation _____

Why the immigrant came to this country _____

Interesting facts _____

_____

Name of immigrant _____

From the city of _____ in the country of _____

Date of arrival _____ on the ship or plane _____

Settled in (city) _____ (state or province)_____

Occupation _____

Why the immigrant came to this country _____

Interesting facts _____

_____

Name of immigrant _____

From the city of _____ in the country of _____

Date of arrival _____ on the ship or plane _____

Settled in (city) _____ (state or province)_____

Occupation _____

Why the immigrant came to this country _____

Interesting facts _____

_____

IMPORTANT PEOPLE
FROM MY ANCESTRAL HOMELANDS

There are many movie stars, politicians, and TV and sports personalities whose ancestors came from the same countries yours did. Many times these people changed their names, a little or a lot, to make them sound more "American", which, in this case, usually meant to make them sound more like English names. Often names were changed by government officials at the port of entry. Do you know of any famous persons who have the same ancestry as you? Write their names on this chart.

Name	Real Name	Ancestral Country

ETHNICS FOOD I EAT

People in other parts of the world do not all eat the same things we do. Your ancestors prepared very special foods for different occasions.

Does your family eat any special ethnic foods? _____

_____

What countries did these foods come from? _____

Explain what these foods are, list all the ingredients, and say when they are eaten. _____

_____

_____

_____

_____

_____

_____

Draw pictures or paste in photos of your family's ethnic food.

Do you have any ethnic cookbooks? _____

Write a favorite recipe here _____

_____

_____

_____

_____

_____

ETHNIC HOLIDAY CELEBRATIONS AND CUSTOMS

Many families follow traditions from the "old country" when they celebrate holidays and special events.

Does your family have any ethnic celebrations? _____

When do these celebrations take place? _____

Describe these celebrations and say how they originate in your ancestral homelands. _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Paste in photos of your family's ethnic celebrations.

VISITS TO MY ANCESTORS' HOMELANDS

What countries did your ancestors come from? _____

Have you ever been to these places? _____

Would you like to go sometime? _____

Write about what you would like to see and do on a trip to your ancestral homelands. _____

_____

_____

_____

_____

_____

Do you know anyone who lives in your ancestral homelands? _____

Do you write to anyone there? _____

Have any of your relatives ever visited your ancestral countries? _____

If so, talk to them about their trip. Ask them if you may have copies of photos from their trip. Paste these photos in here. Also paste in photos or pictures of things you would like to see.

ETHNICS CRAFTS I HAVE LEARNED

Do your ancestral countries have any famous special crafts? _____

What are they? _____

Have you learned to do any of these crafts? _____

Who taught you how to do these crafts? _____

Do these crafts come from a special area within your ancestors' homelands?

_____

What is the name of the special area? _____

Describe the ethnic crafts you know and say what materials are used and what procedures are followed. _____

_____

_____

_____

_____

Draw or paste in a photo of an ethnic craft project that you have made. If possible, mount a sample of your work.

FAMILY STORIES

Write down your favorite family stories. Next to each story put the name of the person who told it to you and the approximate date that you heard it.

Draw or paste in pictures to illustrate the family stroy that you like most of all.

I HAVE TO DECIDE FOR MYSELF

WHEN I WAS A CHILD AND MY FATHER SUPPORTED ME,
I FELT THAT I HAD TO OBEY HIM.
I DIDN'T KNOW ANYTHING ABOUT THE OUTSIDE WORLD.
HE WAS THE ONE WHO HAD EXPERIENCE.
NOW I LIVE IN A DIFFERENT PLACE FROM MY FATHER.
I HAVE TO DECIDE WHAT I CAN OR CANNOT DO.
I HAVE TO.

FOR EXAMPLE, HE WANTED ME TO STUDY TO BE A TEACHER
LIKE I WAS IN VIETNAM.
BUT HE DOESN'T KNOW ANYTHING ABOUT THIS COUNTRY.
HOW CAN I TEACH WHEN I CAN'T SPEAK ENGLISH WELL?
I HAVE TO MAKE A DIFFERENT CHOICE.
I CANNOT OBEY HIM.

WHEN I WROTE THIS TO MY FATHER,
HE WROTE BACK TO ME AND SAID
MAYBE HE IS GETTING OLD.
HE WASN'T ANGRY.
BUT HE SAID THAT THINGS CHANGE,
PEOPLE CHANGE, AND CULTURE CHANGES.
I HAVE TO FOLLOW THE WAYS OF THE NEW CULTURE.

BUT HE DID GIVE ME SOME ADVICE.
HE SAID THAT I SHOULD THINK HARD
BEFORE I MAKE ANY DECISIONS.

from an interview
with Do Kim Oanh

ACCEPTED FOR WHO YOU ARE

IN THE SOUTH, WHEN I WAS GROWING UP,
WEARING AFRICAN HAIRSTYLES, LIKE CORNROWS
OR SHORT, NATURAL STYLES,
WAS NOT THAT POPULAR.

MY SISTER AND HER GIRLFRIEND HAD LONG HAIR.
I REMEMBER BEING IN THE HOUSE ONE DAY
WITH MY GRANDMOTHER.
I WAS LOOKING OUTSIDE AT THEM JUMPING ROPE AND
I SAID TO MY GRANDMOTHER;
"I WISH THEIR HAIR WOULD FALL OFF."
SHE ASKED ME, "IF THEIR HAIR FELL OFF,
WHAT WOULD YOU DO?"
I TOLD HER, "I'D RUN OUTSIDE, AND GET IT,
AND PUT ON MY HEAD."

YOU GET THOSE KINDS OF ATTITUDES
WHEN YOU ARE NOT ACCEPTED
FOR WHO YOU ARE.

from an interview
with May Cousar

EXTENDED FAMILIES

IN VIETNAM,

ALL MEMBERS OF THE FAMILY

LIVE TOGETHER.

SAME HOUSE.

MY GRANDFATHER, MY GRANDMOTHER,

MY MOTHER, MY FATHER,

MY DAUGHTER AND MY SON

LIVE TOGETHER IN THE SAME HOUSE.

MY GRANDFATHER IS VALUED.

HE CAN TEACH MY SON TO STUDY.

BUT IN AMERICA,

I SEE MANY OLD PEOPLE

LIVE ALONE.

THEY DON'T HAVE RELATIVES

WHO TAKE CARE OF THEM.

from an interview with
Lam Vinh, Loi Van Nguyen,
Phan Trieu, and Do Kim Oanh

POOR NEIGHBORHOODS AND RACISM

IN POOR NEIGHBORHOODS, FOOD STORES ARE INFERIOR.
AND FOOD COSTS MORE.
IF YOU GO INTO A SUPERMARKET IN THIS NEIGHBORHOOD
AND A STORE OF THE SAME CHAIN IN ANOTHER AREA
OF THE CITY, THE DIFFERENCE IS AMAZING.

OUR SCHOOLS ARE HORRIBLE.
EDUCATION IN OUR AREA IS INFERIOR.
WHEN KIDS GO TO SCHOOL,
CLASSES ARE OVERCROWDED AND KIDS ARE HUNGRY.

SINGLE PARENTS ARE BLAMED
FOR ALL KINDS OF PROBLEMS IN OUR NEIGHBORHOODS.
WE DON'T WANT TO PUT THE BLAME
WHERE IT REALLY BELONGS-- ON RACISM.

TO ME, RACISM IS PUTTING SOMEBODY DOWN
BECAUSE THEY'RE DIFFERENT.
RACISM IS NOT ABOUT COLOR.
BLACKS CAN BE RACIST TOWARD ASIANS.

THE LATEST INSULT IN OUR NEIGHBORHOOD
FOR BLACK TEENAGERS
IS TO CALL CAMBODIANS AND VIETNAMESE
"BLACK CHINESE."

from an interview
with Mary Cousar

AFTER THE DEDUCTIONS

I LIVED AND WORKED IN THE HOME
OF THE PEOPLE WHO HAD SPONSORED ME
AND PAID MY WAY FROM SOUTH AMERICA.

MY WORK DAY STARTED AT 6:00 IN THE MORNING
AND LASTED UNTIL 9:00 AT NIGHT.
I WOULDN'T HAVE A BREAK ALL DAY LONG.
I WOULD ONLY HAVE A LITTLE BIT OF LUNCH.

I DID ALL THE CLEANING IN THE HOUSE.
THE WASHING INCLUDED WASHING MANY THINGS BY HAND.
I HAD TO BATHE THE THREE CHILDREN,
AND WASH THE TUB AND SHOWER EVERY TIME IT WAS USED.

EVERY NIGHT, BEFORE I WENT TO MY ROOM,
I WAS SUPPOSED TO GO DOWN TO THE BASEMENT
AND WASH THE SOLES OF ALL THE SHOES
THE FAMILY HAD WORN DURING THE DAY.

AT THAT TIME, I MADE ABOUT $80.00 A WEEK.
THE WOMAN I WORKED FOR DEDUCTED ALL KIND OF THINGS
FROM MY PAY - MONEY FOR MY AIRPLANE TICKET,
AND FOR THINGS THAT SHE HAD DECIDED TO BUY ME.
AFTER ALL THESE DEDUCTIONS,
I WOULD END UP WITH $10 OR $20 IN MY POCKET.

from an interview
with Maria Munoz

WE PRACTICALLY RAISED OURSELVES

DADDY USED TO GO TO WORK EARLY,
ABOUT 8:00 IN THE MORNING.
THEN HE'D COME BACK LATE,
ABOUT 10:00 AT NIGHT.
WHEN POP CAME HOME,
HE WOULD JUST SIT THERE AND WATCH TELEVISION.
IF MY SISTER HADN'T COOKED ANYTHING FOR HIM,
I WOULD USUALLY COOK SOMETHING FOR HIM.
WHEN THERE WAS NOTHING ELSE TO WATCH ON T.V.,
HE WOULD GO TO BED.

MY MOTHER WORKED EVERY DAY.
SHE WOULD COME HOME IN THE AFTERNOON.
I WOULD OFTEN RUB DOWN
HER FEET, LEGS, AND BACK.
SHE WOULD MAKE SURE
THERE WAS FOOD IN THE HOUSE
FOR ME AND MY FOUR SISTERS.
THEN SHE WOULD LEAVE AND WOULDN'T COME BACK
UNTIL EARLY IN THE MORNING,
WHEN IT WAS ABOUT TIME
FOR US TO GO TO SCHOOL.

SO I GUESS YOU COULD SAY
THAT WE PRACTICALLY RAISED OURSELVES.

by Joseph Ceasar

LIKE A DREAM

I HAD BEEN IN THIS COUNTRY FOR TWO WEEKS
AND IT WAS MY DAY OFF.
I SET OFF TO VISIT MY GIRLFRIEND WHO LIVED IN TOWN.
TO GO FROM THE HOUSE WHERE I LIVED TO TOWN
SHOULD HAVE TAKEN 20 MINUTES.
I WAS LOST FOR FOUR HOURS.

I WALKED AND WALKED.
I COULDN'T ASK ANYONE FOR DIRECTIONS.
EVEN WHEN PEOPLE STOPPED TO HELP,
I COULDN'T SPEAK TO THEM. I DIDN'T KNOW THE LANGUAGE.
I HADN'T EATEN ALL DAY. IT WAS 4:00 IN THE AFTERNOON.
MY SHOES HAD NO HEELS; MY TOES WERE BLISTERED.

I FINALLY GOT TO TOWN. I WALKED DOWN THE MAIN STREET.
I WAS HUNGRY AND WANTED TO STOP AND EAT SOMEWHERE.
BUT ALL THE PLACES WERE TOO CROWDED.
I WAS EMBARRASSED TO WALK INSIDE
WHEN I DIDN'T KNOW HOW TO ASK FOR ANYTHING.

I HAD MY FRIEND'S ADDRESS WRITTEN DOWN
AND FINALLY SOMEONE SHOWED ME HOW TO GET THERE.
WHEN I REACHED MY GIRLFRIEND'S APARTMENT,
IT WAS LIKE I WAS DREAMING.
I COULDN'T BELIEVE THAT I WAS LISTENING TO MY LANGUAGE.
I WAS WITH PEOPLE WHO UNDERSTOOD ME.
IT WAS A DREAM.

from an interview
with Maria Munoz

UNIT 3: WE CAN DO IT TOGETHER

THEMATIC UNIT: We Can Do It Together

INTERGENERATIONAL ACTIVITY: Recognizing, listing, and sharing skills that make us unique and valuable.

TIME REQUIRED: Approximately 1 hour.

CURRICULAR MATERIALS: Pencils, paper, handouts from Unit 3 appendix.

CO-LITERACY SKILL: Fathers and children will build their self-esteem and enhance their literacy skills in the areas of listening, notetaking, writing in list format, completing a chart, and writing sequential directions.

LEARNING PROCEDURE: This activity involves getting members of both generations to recognize the wealth of talents they have to offer and giving them the opportunity to share them within the group. The teacher may begin by sharing a hobby, skill, or talent in his/her repertoire, and perhaps demonstrating it to the class. S/he may begin by discussing the process and the materials needed to undertake the project, which could be anything from playing the flute to fixing a broken radio, to knitting a scarf. S/he should also discuss how and when the skill was acquired or developed. All students should then complete the "skill scan" worksheet contained in the Unit 3 appendix. Children should participate in this activity with assistance from the parents, if necessary. For example, an appropriate skill for a five-year-old child might be riding a tricycle, writing his/her name, or playing a game. The teacher should explain that everyone has skills they can teach to others who are younger or who simply have never learned the skill. After the students have listed some of theirs, tell them that they must interview five other people in the class. Using the skill survey chart in the Unit 3 appendix, they are to ask questions of people from the different age groups listed on the worksheet. They are to fill in the person's name, one of his/her interests, one of his/her hobbies, and some skills needed to participate in those hobbies and interests. After the interviews have been completed, students should orally tell of an interest, hobby, or skill of one of the classmates they've interviewed. After the interview phase of this activity is completed, all students should choose one of their listed skills and complete a skill chart from the Unit 3 appendix. They should write the name of the selected skill, the materials needed for it, the time required to perform it, and the rules/directions for doing it. They should demonstrate or teach this skill to the class.

ADAPTATIONS FOR SITUATIONAL VARIATIONS: Pre-literate children may not be able to conduct interviews, but they can be interviewed themselves. Students, especially children, may need prompting to think of skills they possess. See the teacher's guide for a list of possible skills to get everyone thinking.

EVALUATION OF LEARNING: At the conclusion of the activity, students may be asked to write a paragraph or describe orally, a new skill they learned about, or a new hobby in which they have become interested.

THEMATIC UNIT: We Can Do It Together

INTERGENERATIONAL ACTIVITY: Reading and following written sequential directions to pursue a hobby, interest, or to complete a project.

TIME REQUIRED: 2 hours

CURRICULAR MATERIALS: Written directions of students' choosing or brought in by teacher, pencils, paper, scissors, oaktag, Sunday comic strips.

CO-LITERACY SKILL: Fathers and children will read, recall, and follow directions while using their skills, hobbies, and interests to foster literacy skills such as oral reading, recognizing sequence, and following directions.

LEARNING PROCEDURE: Fathers and children will brainstorm to choose a hobby, craft, game, or activity to work on in class. In selecting their activity, they should follow these criteria: it should be something the children have not done before, yet it should be appropriate for their ages, it should be easily accomplished in about an hour in the classroom, and it should have a set of written directions. Fathers should bring their selected activity with the directions to class. In the first phase of the activity, fathers should read the directions aloud to the children, explaining them in simple words when necessary. Then the children should try to restate the instructions in their own words. In the next phase, fathers and children work on the activity together, with fathers providing support and guidance when necessary. Upon completing the activity, fathers should print the steps, rules or directions in simple form on a large piece of paper or oaktag, WITHOUT numbering them sequentially, cut them apart, and ask the children to put them together in the proper order. To conclude the activity, parents and children can write collaboratively in their journals about working together. Small children can illustrate their fathers' journals and write captions. To follow up the practice of sequencing skills, fathers can cut apart comic strips from the Sunday comics and the children can put them in the correct order. Captions can be blacked out beforehand, and fathers and children can create their own.

ADAPTATION FOR SITUATIONAL VARIATIONS: Fathers present without their children may be paired with another adult. The teacher can bring in samples of activities to generate ideas in students, and also to be used in case they forgot to bring in a project. These samples may include simple board games, model car kits, baseball card collecting kits, a computer game (if hardware is available), card games, stamp or coin collecting kits, etc.

EVALUATION OF LEARNING: The completion of the project is evidence of the students' ability to read and execute a set of written directions. The children's ability to recall the sequence of the rules or instructions after completing the activity illustrates the extent of the learning that has occurred .

THEMATIC UNIT: We Can Do It Together

INTERGENERATIONAL ACTIVITY: Writing descriptive "clues" to chosen hobbies or interests by listing their characteristic skills, materials, or directions; reading them aloud, and identifying both the interest or hobby and the author of the clues.

TIME REQUIRED: Approximately 1 hour

CURRICULAR MATERIALS: Paper and pencils.

CO-LITERACY SKILL: Students will utilize both top-down and bottom-up processing by determining relevant details of a topic (in this case a hobby or interest) and identifying topics through their characteristic details.

LEARNING PROCEDURE: After being given pencils and paper, fathers and their children will collaborate to think of a recreational activity they like. It should not be one that they have engaged in or spoken of previously in class. They should then neatly print a list of descriptors that are associated with that activity. These could be skills that are needed to engage in the activity, materials that are required to become involved in it, or rules or directions that are followed in performing it. All papers should then be collected and placed in a box. Each student (fathers and children who are readers) will pick a paper from the box and read the clues aloud, choosing again if they happen to select their own list. The class, including the reader, will then guess the activity from the clues and then try to identify the writer. This will continue until all activities have been identified. Someone may want to "keep score" to see who guessed the most activities.

ADAPTATION FOR SITUATIONAL VARIATIONS: Variations of this game can be played with parents alone or with young children alone, with parents acting as "writers". For further suggestions, consult the Unit 3 teacher's guide.

EVALUATION OF LEARNING: This activity contains a built-in evaluation system. The ability of children and parents to both design clues and identifying activities is an illustration of several critical thinking and comprehension skills, such as finding main ideas and relevant details, drawing conclusions, using various types of reasoning, and clustering ideas around a common theme.

THEMATIC UNIT: We Can Do It Together

INTERGENERATIONAL ACTIVITY: Using recreational periodicals to create an annotated collage of personal interests.

TIME REQUIRED: 1-2 hours

CURRICULAR MATERIALS: Magazines that illustrate the various recreational interest of both fathers and children, scissors, posterboard, construction paper, markers, glue, pencils, and paper.

CO-LITERACY SKILL: Fathers and children will scan magazines for specific information, label pictures appropriately, and write sentences to describe pictures.

LEARNING PROCEDURE: A variety of periodicals that reflect the interests of the students as discussed in this unit's activities will be brought to class, by either the teacher or the students themselves. These should also include children's magazines and toys and game brochures and catalogues. Students will peruse magazines to select pictures of things that reflect themselves, their talents and their interests. These can be pasted in a booklet made of construction paper, or on a posterboard. Students should then create a caption for each picture, with parental or teacher assistance as needed. The adult students should create a "bibliography" of all of the periodicals that were used, including the pages where each picture was located. This should appear on the back of the collage, or on the last page of the booklet. All students should cut out a few extra pictures to be used to create a class collage of interests. The students will paste their pictures on the class collage, signing their names below their contributions.

ADAPTATION FOR SITUATIONAL VARIATIONS: Periodicals do not need to be current or in perfect condition. If budget does not permit the purchase of sufficient materials, and if students cannot donate magazines, perhaps the teacher can request businesses and organizations to contribute discarded literature. It will be necessary to survey the students beforehand (this will undoubtedly be done during the course of the other activities in this unit) to be sure there is a representative sample of periodicals so the students will not run out of materials before completing the project.

EVALUATION OF LEARNING: Adults and older children may be asked to write a paragraph describing the pictures in their collages and the reason they were chosen. Younger children should be able to do the same thing orally. They should also be able to identify by sight the magazine or catalogue from where their pictures came.

UNIT 3: TEACHERS GUIDE

SKILL-SHARING ACTIVITY: Preceding the distribution of the skill-scan worksheet, it would be great for you to share some of your own interests and talents with the class. Discuss some skills that you have acquired, and perhaps demonstrate one. These can be sports-orientated, musical, artistic, mechanical, etc. Elicit opinions from students as to whether skills and interests are natural, or develop with practice. List some skills on the board, including responses from children that are age appropriate. If responses are slow in coming, begin with a list of your own, and then encourage students to add to it. Some possible responses may include:

CHILDREN	ADULTS
reading and writing skills	working on cars
playing various sports	playing sports
playing a musical instrument	fixing things
playing games	musical/artistic talents
singing/dancing	woodworking
collecting things	home repairs
academic skills	outdoor activities

Discuss how our skills improve over a period of time, and how our interests change and grow. Ask fathers about skills that they have taught to their children, or would like their children to acquire as they get older. After distributing and explaining the skill-scan worksheet, direct parents to assist their children in completing it, and then complete one for themselves. All fathers and capable children will then approach five other classmates from a variety of age groups and ask them questions about their skills and hobbies to complete the skill survey. Small children can shadow their fathers in this activity and can themselves be interview subjects. Each person who conducts interviews should retell to the class the nature of the skills and interests of at least one of their subjects. Students will then be asked to complete a skill chart for themselves, detailing materials, completion time, and rules and directions. Give assistance as required to complete this assignment. Students can be selected on a voluntary basis to teach or demonstrate a skill to the class.

TEAM PROJECT: The key to the success of this activity is to get all students to bring in something to work on in class. For a variety of reasons, you may not get total cooperation from your students. That's why it is important to have some games, arts and crafts, or other projects on hand for students who come to class without materials. Before beginning the project, fathers should read the rules or directions to the children. Be available to assist, if necessary. If a project does not come with a written set of instructions, encourage fathers to write down and then read

some general guidelines to follow. Children should be encouraged to restate the directions in their own words. Many opportunities for teaching sequencing skills to children should present themselves throughout the course of the project. Encourage fathers to have children verbalize what they are doing and why as they go through the steps of the project. As each activity will be different, teachers must look for opportunities within each project to teach literacy skills. Encourage teams to share their projects with the class at their conclusion and to write about them in their journals. As suggested in the activity, a concluding assignment could be to cut apart comic strips, and have children put them in sequential order, perhaps creating their own captions.

"CLUE" ACTIVITY: The interest or hobby that students select for this activity should not be the same one that they have used previously in this unit, or it will be "guessed" too easily. It would be wise to model this activity for the class before beginning. For example, select an activity such as hitting a baseball. Write down some clues for the students to guess, going from obscure and general to more obvious and specific. Write down, "good hand-eye coordination needed", "strong arm muscles helpful", "good follow-through required", "running ability helps", "you should be a good team player to do this", etc. Set up the game so that children will be challenged but not frustrated, perhaps having a portion of the game consist of parents reading the clues, but only children answering. Another variation might be to have the children think up the activities and the clues, and have their fathers do the guessing.

PERIODICAL ACTIVITY: It is most important to have a good variety of magazines that reflect student interest. As this is the last activity in the unit, by now you should have a good insight into the hobbies and recreational activities of your students. The difficult part may be in acquiring the necessary magazines. Hopefully, you may have some resources in your community that can help you, if your budget does not allow you to purchase them. If you are fortunate, your students themselves may have some they can donate. A variety of hobby and sports magazines on topics such as sports card collecting, computers, wrestling, boxing, karate, model building, etc., as well as toy catalogues that reflect childrens' interests would be suitable. Students can make their own construction paper booklets, or may choose to paste their pictures on posterboard. Each student can work individually, or father-child teams can create a family hobby booklet or collage. You can help students to create a "bibliography" of periodicals that they have used. Encourage them to cut out extra pictures to be used in the class collage as described in the activity. All pictures should be captioned or annotated in some way, with your assistance, if

necessary. To conclude the activity, and to evaluate its success in a family literacy program, students can collaborate to write summaries of their booklets and collages and describe them to the class, reading the captions aloud.

UNIT 3: BIBLIOGRAPHY

Unit 3

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UNIT 3: APPENDIX

SKILL SURVEY:

From the list of skills below, choose the ones you have and write them on the lines. Write a check mark next to your best abilities and talents. Circle the skills that need improvement.

making things with you hands
reading
writing
playing sports
getting along with people
drawing
singing
dancing
being a good father/son/daughter
cleaning
fixing things

_____ _____

_____ _____

_____ _____

_____ _____

Write down some other skills you have that aren't on the list.

_____ _____

_____ _____

_____ _____

_____ _____

Write a short paragraph about what you do best:

SKILL CHART

Name of activity/project:

Skills required for activity:

Materials needed:

Number of people involved:

Directions and rules:

UNIT 4: LEARNING TOGETHER

THEMATIC UNIT: Learning Together

INTERGENERATIONAL ACTIVITY: Communicating with teachers and other school personnel in several ways.

TIME REQUIRED: This is actually three activities. Each one will take about 45 minutes to an hour to complete.

CURRICULAR MATERIALS: Pencils, paper, and worksheet from Unit 4 appendix.

CO-LITERACY SKILL: Fathers will reinforce reading, writing, oral communication, and problem-solving skills while increasing their awareness of the importance of their involvement in their children's education and the need to communicate frequently and effectively with their children's teachers and other school personnel.

LEARNING PROCEDURE: 1. Fathers will be divided into two groups. One group will represent teachers, the other will represent parents. The instructor will designate a grade level of his/her choice and direct the groups to pretend they are teachers and parents about to have a conference concerning the progress of their children, who are students in the designated grade. The "teachers" will write down 5 or more points that they think they should cover during the conference, and the "parents" will write down 5 or more questions that they feel are important to ask the teacher. Both groups will read their papers aloud and the instructor will list them on the board in two separate columns, one for teacher comments, and one for parent questions. The instructor will also make suggestions for comments and questions to add to the list. This activity may be repeated for different grade levels, (i.e., kindergarten, second grade, seventh grade, tenth grade) to illustrate how the emphasis of the conference will vary with the age and grade level of the student. Following this activity, the final class list of questions and comments can be duplicated for the class to use in real-life situations.
2. Using the above activity as a springboard, students may be paired to actually role-play a parent conference. The "teacher" and "student" may be given about 15 minutes to rehearse their conference. They may choose their own grade level, and may discuss anything they feel is appropriate. They may write notes and refer to them during the conference if they choose. Class discussion and instructor comments should follow.
3. The students will be given the "Student Concern Worksheet" from the appendix. Each member of the class will be assigned a student concern. They will then write a dialogue in which the teacher calls the parent with that concern and the parent responds. They will then choose a partner and each pair will act out their dialogues. A class discussion should follow in

which suggestions are made to improve communication between parents and teachers and how parents can reinforce educational goals in the home and be supportive partners in their children's education.

ADAPTATION FOR SITUATIONAL VARIATIONS: Fathers with low literacy skills will need assistance from the instructor and support staff in completing the reading and writing activities. These activities were designed for fathers to work together on without children, but if children are present, they can become involved in several ways. They can work in small groups, if their age and ability permits, and design a format for a parent-teacher conference that illustrates their concerns and priorities. Older children can also be involved in the role-playing activities and be permitted to play "teacher" and/or "father". Younger children can read books about going to school (see Unit 4 bibliography) or the older children can read to them.

EVALUATION OF READING: The primary objective of these activities is to foster communication and cooperation between parents and teachers. Fathers involved in this class should demonstrate a willingness to become involved with the education of their children, and to understand that the responsibility for this education does not stop with the school personnel, but rather, must be reinforced in the home.

THEMATIC UNIT: Learning Together

INTERGENERATIONAL ACTIVITY: Understanding the various markings on a child's school grade report.

TIME REQUIRED: About 1 1/2 hours.

CURRICULAR MATERIALS: Pencils, paper, grade report and worksheet from Unit 4 appendix.

CO-LITERACY SKILL: Fathers will reinforce reading skills while increasing their awareness of the importance of their involvement in their children's education by analyzing a sample of a school grade report and understanding the various codes and markings on it.

LEARNING PROCEDURE: Fathers will be given a copy of a report card from the Unit 4 appendix. They will be told to pretend that they are the parents of a sixth grade child who received this report. They will be given time to study the report, ask questions (perhaps this step can best be accomplished in small cooperative learning groups), and then complete the "Report Card Worksheet". The instructor should review the responses to Part 1 through class discussion to insure that each student understands the significance of the grades, comments, and other markings on the report. Class members should then be invited individually to share their responses to Part 2 questions, which are more subjective and will vary greatly depending on the grades and comments contained in the report, with the class. The grade report being discussed may be duplicated for the entire class or perhaps thermofaxed and placed on an overhead projector so the class can study it while the student who responded to it is discussing it. The instructor and the rest of the class can add their comments and reactions. If the class is large, just a few volunteers may be asked to share their Part 2 comments, but it would be helpful to all to discuss as a class as many grade reports as time permits. As a mathematical exercise, teachers may wish to explain how to calculate the grade point average, and give parents the opportunity to practice.

ADAPTATION FOR SITUATIONAL VARIATIONS: Fathers with limited literacy skills will need assistance from the instructor and support staff in reading the grade reports and responding to the worksheet questions. If the instructor finds that most of the class has this difficulty, this activity can be done as a whole class, with the instructor assuming a greater responsibility, or if the class represents a wide range of abilities, more capable students can be paired with limited literacy students in a peer coaching/cooperative learning effort. These activities were designed for fathers to work on without their children, but if children are present, they can become involved in several ways. They can work in small groups, if their age and ability permits, and study the grade

reports and respond to them on the worksheet, pretending to be parents. Older children can be paired with younger ones in reading activities, as was suggested in the previous activity. The Unit 4 bibliography contains a list of books dealing with school-related topics and concerns.

EVALUATION OF LEARNING: The primary objective of these activities is to foster parental understanding of school-issued report cards and promote a commitment to become involved in their children's education. At the completion of this lesson, fathers should demonstrate an understanding of a sample grade report and respond to questions such as those on the "Grade Report Worksheet" appropriately. As indicated in the previous activity, participants should demonstrate a willingness to become involved with the education of their children, and to understand that the responsibility for this education does not stop with the school personnel, but rather, must be reinforced in the home.

THEMATIC UNIT: Learning Together

INTERGENERATIONAL ACTIVITY: Language Experience stories centered around past school-related experiences and parental hopes and expectations.

TIME REQUIRED: 1-2 hours

CURRICULAR MATERIALS: Pencils, paper, possibly a cassette tape player.

CO-LITERACY SKILL: Fathers will practice reading and writing skills while expressing feelings concerning their own education and that of their children.

LEARNING PROCEDURE: Fathers will be placed in small groups to discuss experiences they've had in school, both positive and negative. The instructor will then lead a whole-class discussion concerning some of these experiences and share some from his/her own background. Students will then compose paragraphs related to their educational histories either unassisted, or by taping them orally for later transcription. Participants will then choose partners and read their paragraphs to each other. The instructor will then elicit responses from the students as to the level of involvement of their parents in their educations. Does the class feel that their parents were interested and involved in their educations? How did this involvement, or lack thereof, promote or impede their educational progress? Lastly, to what extent do they feel they should be involved in their children's education now and in the future? What are their aspirations regarding their children's education? How can they help their children to realize their educational goals? The instructor will write some of their responses on the board, perhaps in a semantic map format. Students should then compose a second paragraph describing the hopes they have for their children's education and how this compares with their own educations. As before, students may be assisted in a Language Experience Approach or may write on their own. They should be invited, but not forced, to share their feelings and experiences with their classmates.

ADAPTATIONS FOR SITUATIONAL VARIATIONS: As stated before, the level of literacy of the individual student will determine the degree of assistance that is required to complete the activity. Although designed for fathers, this lesson could be easily expanded to include children writing about or dictating their own school experiences, and perhaps exchanging stories with their dads.

EVALUATION OF LEARNING: The composition of paragraphs related to the assigned topic and the demonstrated ability to read them to others satisfies the literacy skills of this lesson, while the acknowledgment of the need for parental involvement in children's educations, as well as the commitment to the importance of education in their children's future fulfills the affective objectives of this lesson.

THEMATIC UNIT: Learning Together

INTERGENERATIONAL ACTIVITY: Brainstorming, discussing, and listing ways for fathers to become involved in their children's educations.

TIME REQUIRED: Approximately 45 minutes to 1 hour.

CURRICULAR MATERIALS: Pencils, paper, worksheet from Unit 4 appendix.

CO-LITERACY SKILL: Fathers will practice thinking and literacy skills while gaining knowledge about ways to become active partners in their children's educations.

LEARNING PROCEDURE: Using the worksheet in the appendix, fathers will be asked to brainstorm ways in which they can be involved in various aspects of their children's educations, either in a whole-group setting, or in small groups, with a student volunteer recording ideas for later class discussion. For example, how can fathers play a role in their children's homework assignments? Some possible responses may include setting aside a specific time each night for homework to be done, insisting that children write down assignments and check to see that they are completed, offering assistance if possible, but giving the child the responsibility for completion of the assignment, taking the child to the library when necessary, or having reference materials in the home, if possible, having periodic conferences with teachers to make sure assigned work is done, etc. Have students attempt to list at least 5 ways they can help their children for each of the areas listed on the worksheet. After the groups have completed their work, the instructor will initiate a discussion of the responses, offer his/her own suggestions, and compose a master list of ways fathers can play an important role in their children's futures. They will then duplicate this list for the entire class.

ADAPTATIONS FOR SITUATIONAL VARIATIONS: If children are present, fathers and their children can work on the list together, or they can compose separate lists and compare them later, for an interesting insight on two different perspectives.

EVALUATION OF LEARNING: The production of an informative and useful list detailing effective strategies for paternal involvement in education is evidence of the success of this lesson.

UNIT 4: TEACHER'S GUIDE

COMMUNICATING WITH TEACHERS ACTIVITY: You might begin this activity by sharing some of your own experiences as a participant in either role in parent-teacher conferences. Explain to your students the importance of meeting their children's teachers to discuss mutual concerns. Stress the concept that both parents and teachers are on the same side and must work to help the "whole" student; academically, emotionally, socially, and physically. Explain that it's natural to be nervous at a conference, and suggest to them that the teachers are nervous too! Ask some of the students that have had some experiences at parent conferences to relate them orally. If their experiences in talking to teachers have been negative, discuss how the conferences could have been handled differently. Talk about ways that children can be helped through communication between parents and teachers. Have the students tell why it is just as important for the father to talk to teachers as it is for the mother. Lead the discussion to the topic of preparation for parent conferences. Explain how meetings have better results when people have an idea beforehand of what they want to discuss. Model the procedure of making an outline of important points that could be covered during a meeting, almost the same way they would make a list of errands or a grocery list. Proceed to explain the activity, and assist as necessary.

In the role playing segment of the activity, circulate while pairs are working together, to assist and to gather feedback as to the success of the activity. Follow-up discussion is important to synthesize and evaluate experiences, and draw conclusions that the students can take with them and hopefully apply to real-life situations.

In the last segment of the activity, you should first distribute the Student Concern Worksheet. This paper lists realistic problems that teachers deal with everyday in the classroom, and must bring to parents' attention. They cover a wide range of academic, social, physical, emotional, and behavioral concerns. Assign one to each (the same one can be assigned to two students, if necessary) then have them write a dialog as described in the activity. Assist or transcribe as necessary. It might be easier to pair students up and have two work together on a dialog, one writing the teacher lines and one writing the parent lines. If desired, you can keep the same pairs that worked on the parent conference role-play, perhaps reversing the roles of parent and teacher this time. Following the writing of the dialog, student pairs can voluntarily act them out. Class discussion should bring out different ideas for dealing with these student concerns.

REPORT CARD ACTIVITY: Begin by asking fathers how many have seen a child's report card. Ask if they know what information is on most report cards. They may be surprised to learn that, in addition to academic grades, most report cards contain the name of the teacher, the teacher's evaluation of the students behavior, effort, and study skills, and various other pieces of information that may be important to understand. If possible, bring in examples of report cards at different grade levels from the school district in which most of the class lives, and discuss the various makings on these. Usually, the more advanced the grade, the more complicated the report. There may be ten or eleven different teachers and subjects involved, and the process may be computerized, involving codes for various comments. Duplicate some examples for the class. Make sure you have permission of the school involved if you use their grade reports, and be sure to protect the identity of the students. A sample sixth grade report is made available in the Unit 4 appendix, if you wish to use it. There is also a worksheet which asks students to identify items in the sample report and to evaluate the progress of the student based on the grades received. There are five different made-up student reports, each with the same report format. Make sure the class understands that these are all sixth grade students. Have them share the comments they made on the worksheets in small groups or with the whole class.

FATHER INVOLVEMENT ACTIVITY: This activity works well with groups of three or four, if class size allows. It might be helpful to some students for you to begin the lesson by describing ways in which fathers you know are involved in the education of their children, for example, by reading them a nightly story, or by sitting down with them to look over their homework or answer questions. Make sure the class understands that even toddlers and preschool-aged children can be helped in their education in many ways, before they even enter the school door. After some discussion along those lines, distribute worksheet and place students in small groups. Encourage each group to come up with five suggestions for each category, and have the group appoint a recorder to take down the information and read it later to the whole class. Following a post-activity group discussion, you or a capable student can make and duplicate a master list of suggestions for each area and distribute them to the class to be read, and hopefully applied, in their own lives.

LANGUAGE EXPERIENCE ACTIVITY: This activity begins with a small group discussion of the fathers' school experiences. You can begin by volunteering a positive and negative experience from your own school career, one with which the class can easily identify. Following this oral discussion, direct students to compose a "biographical story" (it can be a simple paragraph or as long as they wish) in which they describe a school-related experience from their past. Since

storytelling is easier done orally for many literacy students, the Language Experience Approach may be used to transcribe stories on paper by pen or word processor. Tape recorders may make valuable assistance for this activity (see Unit 1 for a fuller description of this procedure). When stories have been completed, students may read them to partners, or elect to share them with the entire class.

In the second part of this lesson, ask the class to share comments on the level of interest and involvement each of their parents had in their educations. Perhaps using a mapping format, put their comments on the board or on an overhead transparency. Then ask them to write a second paragraph describing their hopes and dreams for their own children's education, and how these hopes compare with the educations that they themselves received. Students may dictate these paragraphs for recording by you or someone you designate, or they may work independently on their own writings, if desire and ability allow. As before, encourage, but don't coerce students to share their writings with their classmates.

UNIT 4: BIBLIOGRAPHY

Unit 4 Bibliography

Books for Parents

Cohen, Dorothy. The Learning Child: Guidelines for Parents and Teachers. Random House, 1972.

Hazard, Paul. Books, Children and Men. The Horn Book, 1944.

Hearn, Betsy. Choosing Books for Children: A Commonsense Guide. Delacorte Press, 1981.

Larrick, Nancy. A Parent's Guide to Children's Reading. Bantam Books, 1982.

Books for Children

Allard, Harry. Miss Nelson is Missing. When a new teacher takes over, the students in Miss Nelson's class learn a difficult lesson. (ages 5-8)

Breinburg, Petronella. Shawn Goes to School. The story of a child's first school day illustrated with colorful pictures and containing minority group protagonists. (ages 4-8)

Carlson, Natalie. The Empty Schoolhouse. The tale of a southern black girl who is a student in a desegregated parochial school. (ages 8-13)

Cohen, Miriam. First Grade Takes a Test; When Will I Read?; The New Teacher. This well-written series deals with the concerns of young children in their first years of school. (ages 5-8)

Geller, Mark. My Life in the Seventh Grade. The diary of a seventh grade boy tells of the relationships and the trials and tribulations that typically characterize adolescence. (ages 10-14)

Giff, Patricia Reilly. The Polk Street Kids Stories: Books 1-12 . A humorous yet compassionate portrayal of the month by month laughter and heartaches of the students in Miss Rooney's second grade class. (ages 6-9)

Gilson, Jaime. Thirteen Ways to Sink a Sub. The new substitute teacher has her hands full when the boys and girls in her class compete to see who can make her cry first. (ages 9-13)

Hurwitz, Johanna. Class Clown. Third grader Lucas Cott tries to be the perfect student but finds it isn't so easy to lose his image as the class clown. (ages 8-12)

Kassem, Lou. Middle School Blues. When Cindy begin middle school, she finds her life take a confusing turn. (ages 8-12)

Morris, Judy. The Kid Who Ran for Principal. When a fifth grde student runs for interim principal, she finds that it isn't easy to make changes, but sometimes it's worth the trouble! (ages 8-12)

Wiseman, B. Morris Goes to School. Morris the Moose becomes a first grade student and tries to fit in. (ages 4-7)

UNIT 4: APPENDIX

STUDENT CONCERN SHEET

Student is not doing his/her homework.

Student is failing tests.

Student is misbehaving in class.

Student gets into fights with other students.

Student copies work of another student.

Student uses bad language in school.

Student smokes in bathroom.

Student may fail the grade.

Student has no friends at school.

Student breaks rules in school all the time.

Student is absent or late very often.

Student complains of being sick a lot.

Student's grades are slipping.

Student needs extra help in math.

Student falls asleep in class.

Student may be using drugs.

Student may have stolen money from the classroom.

Student has trouble seeing the blackboard.

Student cries in class a lot.

Student may be drinking alcohol.

Student loses or forgets schoolwork.

REPORT CARD WORKSHEET

After you look carefully at the report card, answer these questions.

PART A

1. What homeroom is the student in? _____
2. What is the name of the school? _____
3. Who is the music teacher? _____
4. What grade did the student receive in math this quarter? _____
5. From what quarter are the last grades? _____
6. What is the student's grade point average this quarter? _____
7. How many days was the student late to school all year? _____
8. What does comment #2 mean? _____
9. Would you be happy if your child received comment #3? _____
10. What is another word for phys. ed.? _____

PART B

1. Would you be happy if your child received this report card? Why or why not?

2. What concerns you most about this student's report card?

3. Which teachers would you most like to talk to about this report card and why?

HOW CAN I GET INVOLVED

Make a list of ways you can think of to become involved in you child's education in the following areas.

HOMEWORK
1.
2.
3.
4.
5.

TESTS
1.
2.
3.
4.
5.

EXTRA ACTIVITIES (sports, concerts, plays, etc.)
1.
2.
3.
4.
5.

FRIENDS
1.
2.
3.
4.
5.

TEACHERS
1.
2.
3.
4.
5.

SPECIAL PROJECTS
1.
2.
3.
4.
5.

GRADES
1.
2.
3.
4.
5.

UNIT 5: HEROES/HEROINES

THEMATIC UNIT: Heroes/Heroines

INTERGENERATIONAL ACTIVITY: Writing a biographical profile of a popular sports figure.

TIME REQUIRED: Approximately 2-3 hours.

CURRICULAR MATERIALS: Sports biographies from books, magazines, newspapers, and other sources (see bibliography), paper, pencils, scissors, crayons, etc.

CO-LITERACY SKILL: Fathers and children can learn about positive role models in the world of sports, learn research and summarizing skills, improve reading and writing skills.

LEARNING PROCEDURE: Father and child pairs will begin by creating a list of their favorite professional athletes. These athletes may play team or individual sports. Then, as a group, they will discuss their choices and list them on the board. They should also indicate why they have selected these athletes and offer some facts they know about them, both on their professional lives and their personal lives. The teacher will suggest that students do some research to find out more information and write a biography. This phase of the lesson can be introduced with the teacher reading a short biography of his/her personal favorite, and explaining the components of a biography. Students will then browse through sports magazines and newspapers, books, and other materials to gather information about the athlete they've selected. Then the teacher will allow time in class for some in-depth reading to acquire important information to include in a biography. Students should be encouraged to take notes as they read. If they do not have this skill, the teacher could model this activity by reading a short sports article aloud, and pausing to take brief notes as needed. The teacher may also want to list to list some basic facts on the board that should be included in the biographies, such as what team the individual plays for, how old he/she is, how long he/she has been playing professional sports, etc. Small children can help by locating articles for their dads while the fathers read the information, perhaps aloud, to their children. Children can also draw pictures of their favorite athlete in action to illustrate the biography. If the periodicals and magazines are consumable, children can cut out pictures. Older children can collaborate with their dads in the writing. When each biography is completed, the teacher should read it, offering instruction in writing mechanics and style as needed, and making suggestions for revisions. When the students are satisfied with their biographies, they can share them with other class members. To complete the activity, the biographies can be typed and published as "Profiles in Sports".

ADAPTATIONS FOR SITUATIONAL VARIATIONS: Fathers present without children can work on their biographies alone and can later give their children a copy of the published biographies. Students who have low literacy skills can have articles and stories read to them by teachers or classroom aides, then dictate what they wish to write in their biographies, Language Experience style. If there is no budget to purchase literature for this activity, books and periodicals may be borrowed from the library, but students, especially children, must be instructed in their careful handling. Perhaps an organization in the community would be willing to donate discarded sports magazines and newspapers.

EVALUATION OF LEARNING: The product of this activity is a collection of biographies that all students, both children and fathers, have contributed to. This product will, in itself, be a measure of the success of this lesson. As a follow-up evaluation, each pair or individual can be asked to tell what he/she learned through this activity, both in content (learning new information about favorite athletes) and in process (what they've learned about doing research, how to write a biography, etc.).

THEMATIC UNIT: Heroes/Heroines

INTERGENERATIONAL ACTIVITY: Developing a sports-related theme and compiling a scrapbook of pictures and articles related to that theme.

TIME REQUIRED: Approximately 2-3 hours.

CURRICULAR MATERIALS: Sports magazines, newspapers, and other sources that are consumable (see bibliography), paper, pencils, scissors, crayons, markers, paste or glue, construction paper or oaktag, hole punchers, looseleaf notebooks or anything to hold pages together.

CO-LITERACY SKILLS: Fathers and children can learn about the sport of their choice or the athlete or team of their choice, learn the concept of theme and how to develop a title appropriate to their topic, and improve reading and writing skills.

LEARNING PROCEDURE: Using a variety of newspapers, magazines, and other sports related publications (see appendix suggestions), students will work as father-son/daughter teams to create a scrapbook. To begin the lesson, the teacher could have the students select a theme upon which to build their scrapbook. For example, they might choose a particular sports team, either college or professional, or a specific sport, such as wrestling, or a certain athlete. They may wish to become creative and choose summer or winter Olympic sports or famous baseball coaches. Their selection may be limited by the availability of materials, but if they have a real interest in a topic for which their is not a wealth of information, it may require some library research either in or out of class. The teacher may also wish to provide a scrapbook that he/she has created beforehand to serve as a prototype for the students. They should then begin to locate and clip pictures related to their theme. The teacher should assist the students in the arrangement of the clippings in a logical manner, either chronologically or in another format. Finally, after pictures are glued to oaktag or construction paper, students should write annotations and dates below each to explain it. They should also think of a title that summarizes the pictures they have chosen. Finally, they should design a cover for their scrapbook and write the title above the design. The teacher should insure that this activity involves the creative efforts of both fathers and children. To complete the activity, students can display and explain their scrapbook to their classmates.

ADAPTATION FOR SITUATIONAL VARIATIONS: Fathers present without children can work on their scrapbooks alone and can later present them to their children as gifts. Students who have low literacy skills can be helped by the teacher or classroom aide in writing the annotations to accompany their pictures. If there is no budget to purchase literature fir this activity, books and periodicals may be brought in by students and teachers. Perhaps the teacher can locate some organizations in the community that would be willing to donate discarded sports magazines and newspapers.

EVALUATION OF LEARNING: The product of this activity is a scrapbook on a sports topic that all students, both children and fathers, have contributed to. This product will, in itself, be a measure of the success of this lesson. The follow-up presentation of the scrapbooks to the class, along with explanations of the pictures and how and where they were acquired also has some value to the teacher as an assessment of the learning that was realized during this lesson.

THEMATIC UNIT: Heroes/Heroines

INTERGENERATIONAL ACTIVITY: Developing a set of questions to pose to a sports personality or to any heroic figure.

TIME REQUIRED: Approximately 1-2 hours.

CURRICULAR MATERIALS: Pencils, paper, possibly a VCR, camcorder, cassette tape recorder, cassette tapes, and relevant videotapes.

CO-LITERACY SKILLS: Fathers and children can learn interviewing skills and improve in their abilities to formulate questions.

LEARNING PROCEDURE: The teacher will introduce the activity by bringing some interviews of famous people that have been published in magazines to class and reading them to students. The teacher will then present the students with a hypothetical situation: "Pretend you are going to interview a modern hero or heroine. It can be a famous sports figure, politician, entertainer, or anyone else you feel has made an important contribution in our world. You are the reporter for a famous magazine and you boss has put you in charge of finding out every thing you can about this person. You must ask at least ten questions, and they should reflect what you think the general public would want to know. Be sure that your questions are not repetitious. Remember, this interview will be printed in a nationally famous magazine." The teacher may also wish to show videotapes of famous people being interviewed on television, perhaps on a talk show or on the news. The students should then begin by choosing the personality they would like to interview. Father and child teams will then think of questions that would be of general interest to the public that they would like to ask their hero/heroine. Finally, the questions should be recorded in proper format. During this time the teacher will circulate and give assistance in the correct formulation of questions. Following this, the class can share their questions with each other in group discussion. Teachers can take the lesson one step further and suggest that the questions be actually mailed to the appropriate individuals, with a short letter of explanation to accompany them.

ADAPTATION FOR SITUATIONAL VARIATIONS: Father and child teams can easily work together on this activity, collaborating on the topic and the phrasing of questions. The lesson can just as easily be completed by fathers alone. Students who do not have the skills to write questions can record them on tape for later transcription. Several variations on this activity can be attempted to make the experience as authentic as possible. For example, a local sports or political personality can be invited to speak in

class. Each student team can form two or three interview questions in the class beforehand. Following the speaker's presentation, students can take turns posing their questions. They can also take notes on the responses, and actually compose an informative news article telling of the speaker's visit, and elaborating on some of the questions that were posed and the answers given. As an alternative, students can interview each other, perhaps asking about their fellow classmates' favorite heroes/heroines and sports figures. Both children and fathers can be involved in this process. If equipment is available, interviews can be tape recorded or videotaped for later use in class.

EVALUATION OF LEARNING: The quality of the questions that are produced and/or the success of the actual interviews will be the measure of learning that has occurred in this lesson.

THEMATIC UNIT: Heroes/Heroines

INTERGENERATIONAL ACTIVITY: Writing letters to favorite sports figures.

TIME REQUIRED: Approximately 1-2 hours.

CURRICULAR MATERIALS: Pencils, pens, paper, professional sports team addresses form the Unit 5 appendix or other sources, envelopes, and stamps.

CO-LITERACY SKILLS: Fathers and children can improve their writing skills, learn the parts of a letter, and practice the steps in the writing process.

LEARNING PROCEDURE: The teacher will introduce the activity by discussing the steps in the writing process. Students will learn the stages of prewriting, drafting, editing, revising, and publishing. Each step should be modeled for the class by the teacher. The teacher will then discuss the parts of the letter: heading, greeting, body, closing, and signature. The teacher will then explain the assignment, which is to write a letter to a player on a professional sports team, or to any athlete, male or female, of the student's choice. Students may wish to select the same person they chose for the biography or the interview activity, or they may select someone different. In the prewriting stage, children and their fathers will brainstorm ideas they wish to include in their letters. The teacher should encourage students to use a list or outline format, and not to worry about sentences at this point. The next step is to group is to group ideas by putting similar things together, which will eventually become paragraphs. They can then begin to write their first draft. The teacher should remind students that spelling and mechanics are not critical at this time, and to stress the importance of coherence of ideas. During the draft writing, the teacher will circulate, giving assistance and advice where needed. When this segment of the lesson is completed, fathers should read the letters aloud to their children and perhaps to another classmate, and solicit ideas for improvements, both in content and in mechanics. The teacher should also read each of the letters and give group or individual instruction as warranted. When appropriate revisions have been made, the students may rewrite (or type) their letters in final form. Children can help to address and stamp envelopes and mail the letters after a copy has been made of the letter for the students to keep. If responses are forthcoming, they can be read by the recipient in class at a later date and duplicated for the class, perhaps to start a collection.

ADAPTATION FOR SITUATIONAL VARIATIONS: Father and child teams can easily work together on this activity, collaborating on the content of the letter and the construction of the paragraphs. The lesson can just as easily be completed by the fathers alone, to be read to their children later. Students who do not have the skills to write can record their letters on tape for later transcription.

EVALUATION OF LEARNING: At the conclusion of this lesson, students should be able to describe the steps in the writing process in their own words, demonstrate knowledge of the parts of a letter, and they should have completed a letter which is in the proper form, and which is coherent and cohesive.

UNIT 5: TEACHERS GUIDE

Unit 5

Teacher's Guide

BIOGRAPHY ACTIVITY: You could begin this lesson by asking the students to contribute to a list of popular sports in the U.S., both team and individual. From there they can offer names of popular athletes in each sport. (If there are female children in the group, you may want to encourage the listing of female athletes, even to the extent of your offering names to the group if none are forthcoming.) This prewriting activity will activate their background knowledge on this topic and help them to think of their own personal favorites. After the lists are completed, discuss the concept of biography. Many in the class will already know what a biography is, but some may be unsure. Read one or two short biographies aloud (see bibliography). As they create their own biographies of their chosen athletes, it is important to have a quantity and a variety of materials to choose from. There are magazines available for just about every sport, as well as general magazines that profile players in a variety of sports. Sports newspapers are also available, as well as the sports section of your local newspaper. Enlist the aid of a sports buff that you know to recommend and perhaps donate some materials. During the "research phase", you can circulate the room, helping both fathers and children to sharpen their skimming and scanning skills in their search for needed information, and improving their abilities to take notes and use the table of contents. If ability levels allow, the child can read information while the father takes notes, or the reverse can occur. Provide paper or index cards for notetaking, and suggest that students write down the name of the article, its source, the page(s), and the date of publication. As stated in the activity, if your students have no notetaking skills, you can preface this segment of the lesson by modeling it and "talking them through it". You can read a short article, similar to ones they will read, and stop as you encounter noteworthy facts to record them on the board. You can also suggest some basic facts they may want to include in their biographies to give students some direction. Preliterate children can clip pictures from newspapers or magazines (if you wish to permit this) or can draw illustrations of their athletes. Individually, or as a group, offer appropriate instruction in sentence structure, spelling rules, grammar, punctuation, capitalization, and other writing mechanics to assist students in the completion of their biographies. A nice way for students to share their biographies is to have them typed and published, and distributed to the entire class for reading.

SCRAPBOOK ACTIVITY: As before, the key to the success of this lesson is to provide enough materials for the students to use in their scrapbooks. You may want to discuss the concept of theme, and have the students "sign up" for a theme for their scrapbook in the class before they actually begin. This will tell you what materials they will need, and give you some time to gather a supply. You or someone you know can create a sample scrapbook that students can look through for ideas before they begin. Tell them their scrapbooks should tell a story, and should be arranged in a way that makes sense, perhaps chronologically. As fathers and children cut and paste pictures on heavy paper of some sort, have them label each picture with the date and the explanation. Discourage them from using the caption that is already under the picture. Ask them to opt instead for writing a sentence about the picture in their own words. The scrapbook can be very simple, and contain few pictures, or can be a true pictorial biography of a person, sport or a team. When they are finished with pictures and captions, they can design the cover. An appropriate title should be printed on it, and a suitable illustration, preferably created by the children, should accompany the title. To complete the lesson, student pairs can present them to the class, discussing their general theme and how each picture relates to it.

INTERVIEW ACTIVITY: As stated in the activity, there are many approaches to this lesson. This experience will be very meaningful to the students if they can conduct an actual interview in class. Invite a local hero/heroine to come to class to be interviewed. In the class before the scheduled visit, help the students to formulate the questions. You may begin this activity by reading an interview in a magazine or newspaper, or showing a videotaped television interview. Before the students begin writing, review the content and the mechanics of writing a good question. Allow father-child teams sufficient to formulate and write the questions they will ask. Circulate and assist as necessary. If this is done as a hypothetical interview, require them to write at least ten questions. If this will be an actual interview, they nay write ten questions, but they may have to select two or three that they actually will ask. The other questions should be kept as "back-ups", in the event that someone else asks the same question they intended to ask. If possible, the interview can be videotaped to replay in a later class. If no actual interview is conducted, students can send their questions to the intended interviewee, with a brief note of explanation. Responses can be read by the recipient to the class.

LETTER-WRITING ACTIVITY: Although you may have done this in previous writing activities, in this lesson the steps of the writing process are now formally introduced. If you have never taught the writing process before, you may want to locate a good teacher's reference book on the topic (see bibliography). You should model the process several times for the students if it is new to them, before they begin it themselves. If there are school children in the class, chances are they have had some process writing instruction in their classrooms and can help their dads. The students will also need some review in letter-writing form. Distribute various samples of letters and indicate the various parts that are included. Begin the writing activity by having the students select an athlete to whom they would like to write. In the prewriting stage, they will brainstorm about what they will say in their letters, and list some ideas. They should then group their ideas so that similar ones are together. This will help them to construct their paragraphs. Then they will write their first draft of the letter, taking time to include a heading and greeting before they begin the body of the letter. As they compose their paragraphs, remind them that this is a first draft, and they should concentrate on their expression of ideas, rather than on grammar, spelling and punctuation at this time. In the editing stage, you should confer with each student pair on their letters, offering suggestions for improvements in style, content, and finally, mechanics. Encourage students to select at least two readers among their classmates, so they can become acquainted with the concept of peer editing. Students may ask questions of each other and offer comments which may be helpful in the revisions of their letters. When appropriate changes have been made, read over the letters a second time, helping students with their final editing. The last phase of the process involves the production of a final draft ready to be mailed. Be sure to provide the students with stationary, envelopes, pens, and stamps. Children may enjoy addressing the envelopes, and stamping and mailing the letters. At the conclusion of the activity, have students show orally or through pencil and paper testing that they have an understanding of the steps of the writing process and the parts of the letter. Of course, the best demonstration of this skill is in its application in their daily lives.

UNIT 5: BIBLIOGRAPHY

Unit 5 Bibliography

Adult Books on Writing

Calkins, L.M. The Art of Teaching Writing. Heinemann, 1986.

Graves, Donald. Writing: Teachers and Children at Work. Heinemann, 1983.

Lloyd, Pamela. How Writers Write. Heinemann, 1987.

Lytle, Susan and Morton Botel. PCRP II: Reading, Writing and Talking Across the Curriculum. Pennsylvania Department of Education, 1988.

MacNeil, Robert. Wordstruck. Penguin, 1989.

Welty, Eudora. One Writer's Beginnings. Warner, 1983.

Children's Sports Books: Fiction

Kessler, Leonard. Here Comes the Strikeout. Bobby learns how to hit a baseball with a little help from a friend. (ages 5-8)

Kessler, Leonard. Kick, Pass and Run. A funny tale of a group of animals watching a professional football game. (ages 5-8)

Lipsyte, Robert. The Contender. The story of a Harlem teen's struggle to become a champion boxer. (ages 12-17)

Lipsyte, Robert. Jock and Jill. A star baseball pitcher meets a girl who changes his life. (ages 13-17)

Oechsli, Kelly. Mice at Bat. Two teams of mice hold their annual baseball game. (ages 4-7)

Parish, Peggy. Play Ball, Amelia Bedelia. Amelia gets a little mixed up when she tries to take part in a baseball game. (ages 5-9)

Slote, Alfred. Make-Believe Ball Player. The story of a boy-turned hero who preferred pretend ballplaying to the real thing. (ages 8-12)

Slote, Alfred. Rabbit Ears. Tip is a pitcher with little self-confidence thanks to the taunts of his opposition. (ages 9-13)

Slote, Alfred. Tony and Me. A friendship based on baseball is threatened due to a shoplifting incident. (ages 9-13)

Ullman, James Ramsey. Banner in the Sky. After the death of his mountain-climbing dad, Rudi takes on the challenge of Switzerland's highest mountain himself. (ages 10-15)

Non-fiction

Bell, M. The Legend of Dr. J.: The Story of Julius Irving

Benagh, J. Incredible Athletic Feats.

Berger, P. Championship Teams of the NFL.

Berke, A. The Legend of Bruce Lee.

Burchard, S. Sports Star: Jim "Catfish" Hunter.

Cohen, Daniel and Susan. Going For the Gold.

Gelman, S. Young Olympic Champions.

Gergen, J. Dr. J.: The Story of Julius Irving.

Gibson, A. I Always Wanted to Be Somebody.

Gutman, Bill. Great Moments in Pro Football.

Gutman, Bill. Sports Illustrated: Strange and Amazing Football Stories.

Gutman, Bill. Sports Illustrated: Strange and Amazing Baseball Stories.

Hacker, Randi. The Amazing Bo Jackson. Parachute Press, 1990.

Hollander, Zander. The Complete Book of Baseball.

Hollander, Zander. The Complete Book of Pro Basketball.

Hollander, Zander. The Complete Book of Pro Hockey.

Hollander, Zander. The Illustrated Sports Record Book.

Jacobs, Linda. Wilma Rudolph: Run for the Glory.

Jackson, Reggie with B. Libby. Reggie: A Season With a Superstar.

Mantle, M. The Quality of Courage.

McWhirter, N. and R. Guiness Sports Record Book.

O'Connor, Jim. The Story of Roberto Clemente. All-Star Hero. Parachute Press, 1991.

Rosenthol, Beil. Lynette Woodard: The First Female Globetrotter. Children's Press, 1986.

Thatcher, Alida. Fastest Woman on Earth.

Vecsey, G. Pro Basketball Champions.

Wagenheim, K. Clemente.

Weber, Bruce. Bruce Weber's Inside Baseball 1989.

Weber, Bruce. Bruce Weber's Inside Pro Football 1989.

William, P. Grand Prix Racing.

Wolf, D. Amazing Baseball Teams.

Wooden, J. They Call Me Coach.

UNIT 5: APPENDIX

LIST OF SPORTS PERIODICALS

Auto Racing Digest

Baseball America

Baseball Digest

Baseball Weekly

Basketball Digest

Football Digest

Golf Digest

Hockey Digest

Inside Sports

Soccer Digest

Sports Illustrated

The Sporting News

TEAM ADDRESSES

MAJOR LEAGUE BASEBALL TEAMS

ATLANTA BRAVES
P.O. Box 4064
Atlanta , GA 30302

BALTIMORE ORIOLES
Memorial Stadium
Baltimore, MD 21218

BOSTON RED SOX
4 Yawkey Way
Boston, MA 02215

CALIFORNIA ANGELS
Anaheim Stadium
2000 State College Blvd.
Anaheim, CA 92806

CHICAGO CUBS
Wrigley Stadium
1060 West Addison St.
Chicago, IL 60613

CHICAGO WHITE SOX
Comiskey Park
324 W. 35th St.
Chicago, IL 60616

CINCINNATI REDS
100 Riverfront Stadium
Cincinnati, OH 45202

CLEVELAND INDIANS
Cleveland Stadium
Cleveland, OH 44114

DETROIT TIGERS
Tiger Stadium
Detroit, MI 48216

HOUSTON ASTROS
The Astrodome
P.O. Box 288
Houston, TX 77001

KANSAS CITY ROYALS
P.O. Box 419969
Kansas City, MO 64141

LOS ANGELES DODGERS
Dodger Stadium
1000 Elysian Park Ave.
Los Angeles, CA 90012

MILWAUKEE BREWERS
Milwaukee County Stadium
Milwaukee, WI 53214

MINNESOTA TWINS
Hubert H. Humphry Metrodome
501 Chicago Ave. South
Minneapolis, MN 55415

MONTREAL EXPOS
P.O. Box 500, Station M
Montreal, Quebec
Canada H1V 3P2

NEW YORK METS
Shea Stadium
Roosevelt Ave. & 126th St.
Flushing, NY 11368

NEW YORK YANKEES
Yankee Stadium
Bronx, NY 10451

OAKLAND ATHLETICS
Oakland-Alameda County Coliseum
P.O. Box 2220
Oakland, CA 94621

PHILADELPHIA PHILLIES
Veterans Stadium
P.O. Box 7575
Philadelphia, PA 19101

PITTSBURGH PIRATES
Three Rivers Stadium
600 Stadium Circle
P.O. Box 7000
Pittsburgh, PA 15212

SAN DIEGO PADRES
Jack Murphy Stadium
P.O. Box 2000
San Diego, CA 92120

SAN FRANCISCO GIANTS
Candlestick Park
San Francisco, CA 94124

SEATTLE MARINERS
P.O. Box 4100
411 First Ave. South
Seattle, WA 98104

ST. LOUIS CARDINALS
Busch Stadium
250 Stadium Plaza
St. Louis, MO 63102

TORONTO BLUE JAYS
The SkyDome
300 The Esplanade West
Toronto, Ontario
Canada M5V 383

TEAM ADDRESSES

NATIONAL FOOTBALL LEAGUE

ATLANTA FALCONS
I-85 and Suwanee Rd.
Suwanne, GA 30174

BUFFALO BILLS
One Bills Drive
Orchard Park, NY 14127

CHICAGO BEARS
250 N. Washington
Lake Forest, IL 60045

CINCINNATI BENGALS
200 Riverfront Stadium
Cincinnati, OH 45202

CLEVELAND BROWNS
Tower B
Cleveland Stadium
Cleveland, OH 44114

DALLAS COWBOYS
One Cowboys Parkway
Irving, TX 75063

DENVER BRONCOS
5700 Logan St.
Denver, CO 80216

DETROIT LIONS
Pontiac Silverdome
1200 Featherstone Rd.
Pontiac, MI 48057

GREEN BAY PACKERS
1265 Lombardi Dr.
Green Bay, WI 54307

HOUSTON OILERS
6910 Fannin St.
Houston, TX 77030

INDIANAPOLIS COLTS
7001 W. 56th St.
Indianapolis, IN 46254

KANSAS CITY CHIEFS
Arrowhead Stadium
Kansas City, MO 64129

LOS ANGELES RAIDERS
332 Center St.
El Segundo, CA 90245

LOS ANGELES RAMS
2327 W. Lincoln Ave.
Anaheim, CA 92801

MIAMI DOLPHINS
2269 NW 199th St.
Miami, FL 33056

MINNESOTA VIKINGS
9520 Viking Dr.
Eden Praire, MN 55344

NEW ENGLAND PATRIOTS
Sullivan Stadium
Route 1
Foxboro, MA 02035

NEW ORLEANS SAINTS
1500 Paydras St.
New Orleans, LA 70112

NEW YORK GIANTS
Giants Stadium
E. Rutherford, NJ 07073

NEW YORK JETS
598 Madison Ave.
New York, NY 10022

PHILADELPHIA EAGLES
Veterans Stadium
Broad St. and Pattison Ave.
Philadelphia, PA 19148

PHOENIX CARDINALS
P.O. Box 888
Phoenix, AZ 85001-0888

PITTSBURGH STEELERS
300 Stadium Circle
Pittsburgh, PA 15212

SAN DIEGO CHARGERS
Jack Murphy Stadium
San Diego, CA 92120

SAN FRANCISCO 49ers
4949 Centennial Blvd.
Santa Clara, CA 95954

SEATTLE SEAHAWKS
11220 NE 53rd St.
Kirkland, WA 98033

TAMPA BAY BUCCANEERS
One Buccaneer Pl.
Tampa, FL 33607

WASHINGTON REDSKINS
Dulles International Airport
P.O. Box 17247
Washington, DC 20041

TEAM ADDRESSES

NATIONAL BASKETBALL ASSOCIATION

ATLANTA HAWKS
One CNN Center
South Tower
Suite 405
Atlanta, GA 30303

BOSTON CELTICS
150 Causeway St.
Boston, MA 02114

CHARLOTTE HORNETS
Two First Union Plaza
Suite 2600
Charlotte, NC 28282

CHICAGO BULLS
One Magnificent Mile
980 North Michigan Ave.
Suite 1600
Chicago, IL 60611

CLEVELAND CAVALIERS
P.O. Box 5000
Richfield, OH 44286-5000

DALLAS MAVERICKS
Reunion Arena
777 Sports St.
Dallas, TX 75207

DENVER NUGGETS
P.O. Box 4658
Denver, CO 80204-0658

DETROIT PISTONS
The Palace of Auburn Hills
One Championship Dr.
Auburn Hills, MI 48051

GOLDEN STATE WARRIORS
Oakland Coliseum Arena
Nimitz Freeway & Hegenberger Road
Oakland, CA 94621

HOUSTON ROCKETS
P.O. Box 272349
Houston, TX 77277

INDIANA PACERS
300 East Market St.
Indianapolis, IN 46204

LOS ANGELES CLIPPERS
Los Angeles Sports Arena
3939 South Figueroa
Los Angeles, CA 90037

LOS ANGELES LAKERS
P.O. Box 10
Inglewood, CA 90306

MIAMI HEAT
Miami Arena
Miami, FL 33136-4102

MILWAUKEE BUCKS
The Bradley Center
1001 North Fourth St.
Milwaukee, WI 53203

MINNESOTA TIMBERWOLVES
500 City Place
730 Hennepin Ave.
Suite 500
Minneapolis, MN 55403

NEW JERSEY NETS
Brenden Byrne Arena
E. Rutherford, NJ 07073

NEW YORK KNICKS
4 Pennsylvania Plaza
New York, NY 10001

ORLANDO MAGIC
Orlando Arena
One Magic Place
Orlando. FL 32801

PHILADELPHIA 76ers
Veterans Stadium
P.O. Box 25040
Philadelphia, PA 19147

PHOENIX SUNS
P.O. Box 1369
Phoenix, AZ 85001

PORTLAND TRAIL BLAZERS
700 NE Multnomah St.
Suite 950
Lloyd Building
Portland, OR 97232

SACRAMENTO KINGS
One Sports Parkway
Sacramento, CA 95834

SAN ANTONIO SPURS
600 East Market
Suite 102
San Antonio, TX 78205

SEATTLE SUPERSONICS
Box C-900911
Seattle, WA 98109-9711

UTAH JAZZ
5 Triad Center
5th Floor
Salt Lake City, UT 84180

WASHINGTON BULLETS
Capital Centre
One Harry S. Truman Dr.
Landover, MD 20785